

# **The Workforce Investment Act (WIA) of 1998**

## **Local Workforce Investment Area**

# 9

### **FIVE-YEAR LOCAL PLAN**

<b>WIA Administrative Entity Name and Address:</b>	Lucas County Workforce Development Agency 5454 Airport Highway, Toledo, Ohio 43615 ( As of May 1, 2004) 1301 Monroe Ave., Toledo, Ohio 43624
<b>Fiscal Agent Name and Address:</b>	Lucas County Job and Family Service 3210 Monroe Street, Toledo, Ohio
<b>City/Counties in Workforce Investment Area:</b>	Lucas County
<b>One-Stop Operator Name:</b>	NetWORK div of Zepf Center 5454 Airport Highway, Toledo, Ohio 43615 ( As of May 1, 2004) The Source, Northwest Ohio 1301 Monroe Street, Toledo, Ohio 43624
<b>Level II Comprehensive One-Stop Center Name and Address:</b>	( As of June 1, 2004) The Source, Northwest Ohio 1301 Monroe Street, Toledo, Ohio 43624
<b>Level I One-Stop Name(s) and Location(s):</b>	Not applicable
<b>Local Area Contact Person Name, Telephone # Fax # and E- mail address for Local Plan Content:</b>	Colette Cordova, Telephone: (419)861-2029 Fax: (419)865-5702 E-Mail: ccordova@co.lucas.oh.us

**Local Plan Submission Date:**

March 29, 2004

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This comprehensive plan is submitted for the period of July 1, 2004 through June 30, 2005, in accordance with the provisions of the Workforce Investment Act. We further certify that we will operate the Workforce Investment Program in accordance with this local plan and applicable federal and state laws and regulations.

Original Signature \_\_\_\_\_ Name (printed or typed) William Brennan \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Original Signature

Anne Okuley  
\_\_\_\_\_  
Name (printed or typed)

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Harry Barlos  
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Lucas County  
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Tina Skeldon-Wozniak  
Name (printed or typed)

Lucas County  
City/County

\_\_\_\_\_  
Date

	Margaret B. Thurber	Lucas County	
Original Signature	Name (printed or typed)	City/County	Date

Original Signature \_\_\_\_\_ Name (printed or typed) \_\_\_\_\_ City/County \_\_\_\_\_ Date \_\_\_\_\_

## **II. Assurance and Certifications**

1. The local Workforce Investment Board must or will assure it will establish fiscal control and fund account procedures to ensure the proper disbursement of and accounting for all funds received through the Workforce Investment Act.
2. Local Workforce Investment Board must or will assure that it shall keep records that are sufficient to permit the preparation of reports required by the Act and shall maintain such records, including standardized records for all individual participants and submit such reports as the State may require.
3. Local Workforce Investment Board must or will assure that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of the Act.
4. Local Workforce Investment Board must or will assure that funds will be spent in accordance with the Workforce Investment Act, regulations, written Department of Labor guidance, written Ohio Department of Job and Family Services guidance and all other applicable Federal and State laws.
5. Local Workforce Investment Board must or will assure that veterans will be afforded employment and training activities authorized in the Workforce Investment Act, to the extent practicable.
6. Local Workforce Investment Board must or will assure it will comply with any grant procedures prescribed by the Secretary which are necessary to enter into contracts for the use of funds under WIA, including, but not limited to the following:

### General Administrative Requirements

29 CFR part 97<sup>B</sup>Uniform Administrative Requirements for State and Local Governments (as amended by the Act) and OMB Circular A-110 as applicable; 29 CFR part 96 (as amended by OMB Circular A-133-Single Audit Act; OMB Circular A-87<sup>B</sup>Cost Principles (as amended by the Act), OMB Circular A-122 and A-22 as applicable.

### Assurances and Certifications

SF 424 B - Assurances for Non-Construction Programs; 29 CFR part 31, 32 - Nondiscrimination and Equal Opportunity Assurance (and Regulation); CFR part 93 - Certification Regarding Lobbying (and Regulation); 29-CFR part 98 - Drug Free Workplace and Debarment and Suspension, Certifications (and regulation).

### **III. Adult and Dislocated Worker Local Plan**

#### **1. Identify the workforce investment needs for the following groups and explain how the information was obtained:**

The Strategic Plan for the Lucas County Workforce Development System and *The Source Northwest Ohio* articulates the shared vision and values of the Lucas County Commissioners, Lucas County Workforce Investment Board (WIB) and the area organizations (One-Stop Partners) providing workforce development services. This shared vision and values are focused at providing quality driven services and resources to the employer community and the individual citizen wanting to enhance their quality of life through improved employment opportunities. Through a coordinated effort of workforce development activities, Lucas County will be better prepared to promote and enhance economic development in the region via having a motivated and skilled workforce.

##### **1a. Business;**

The workforce development system is currently based on the relationships of several placement providers and the businesses and economic development organizations they serve. With the full implementation of the WIB, we are being provided the opportunity to increase the participation of Business and Economic Development agencies through representation at the board level. We recognize the need to forge relationships and work collectively as a team, meeting with business and the various economic entities within the region to develop and implement a plan to retain and attract new business, and skilled employees. It is our vision that the WIB and The Source will operate as the “hub”, of this system, by providing leadership, relationship building activities, and holding joint summits.

To begin the assessment of regional business needs, each of the placement providers, has agreed to share survey information they have gathered over the past four years.

Within Lucas County, the following formalized surveys/assessments have been completed:

- “Workforce Needs Survey” completed in 2000 by the Toledo Area Chamber of Commerce and the Regional Growth Partnership
- “Environmental Scans” completed in 2001 by the Lucas County Policy Board and Lucas County Economic and Workforce Development
- “Industrial Cluster Analysis” completed in 2003 by the Regional Growth Partnership  
It must be noted that this analysis did not capture some of the clusters, such as food suppliers, plastics and healthcare, that are major industries with Lucas County and Northwest Ohio.
- “Where will the Next Jobs Be?” A study of the Context of Occupations in Northwest Ohio, June 2002  
Urban Affairs Center, The University of Toledo

We realize that none of these surveys are fully comprehensive, and provide only a “snapshot” of the total picture.

The following information was collected through both the formal and informal surveys of both large and small employers. Employers have indicated the need for Job Seekers that possess the following:

- Leadership skills
- Advanced technical skills
- Basic reading and math skills
- Computer literacy
- Can manage multi-task
- Management and mentoring skills
- Capability to operate advanced manufacturing processes
- Skilled trades experience
- Employment soft skills in the following: communication, problem solving, teamwork, dependability, good work ethic, organization, reliability and conflict resolution.
- Desire to learn new skills and embrace life long learning
- 
- Advanced math and science knowledge
- Quality focused

#### Lucas County 5 year strategic plan

- Good customer service and telephone skills
- Time management skills
- Mechanical skills
- Good interpersonal skills
- Loyalty and long term commitment
- Ability to compete effectively in appropriate markets, both local and global.

Employers have also indicated a need for :

- Community support services that assist the individual maintain employment including child care, elder care, and transportation. Specifically need child care facilities and transportation that will support workers on second and third shifts
- Education and Training organizations that provide a variety of training and education opportunities that prepare the individual to meet the diverse skills sets needed within the workforce

#### **1b. Job Seekers;**

Over the past nine months, the Lucas County One-Stop has collected information from the various Job Seeker customers ( Universal, Adult, Dislocated Worker, Youth & Displaced Homemaker) that access the One-Stop. These One-Stop Membership Forms, that include a needs survey, work experience checklist and basic demographic information, have been completed by the Job Seekers upon entry into the current One-Stop. The Job Seeker customers have identified the following as key services and resources they need to attain their career goals:

The Universal Job Seeker has identified a need for the following information:

- Information on job openings within the region
- Assistance in completing resumes and cover letters
- Assistance in registering for the SCOTI Labor Exchange
- Information on job opportunities that match their transferable skills
- Information on job search techniques including interview skills, skill identification, developing a plan, and local employers to contact who may have jobs that match transferable skills
- Information on career growth opportunities available within the region that provide wages at a living wage standard
- Information on apprentice programs within the trades as well information on how to prepare for the apprentice testing process
- Information and access to services to assist Job Seeker upgrade basic skills in math, reading and computer literacy
- Information and access to services to assist Job Seeker attain GED or improve English speaking skills
- Information on education and training organizations who provide a variety of trainings in various occupations
- Information on financial aid available including PELL, OIG, student loans and scholarships
- Information on support services including daycare, eldercare, housing assistance, food assistance, interview clothes and transportation
- Information on new businesses or expanding companies within the region

#### **1c. Workers in the local area;**

Lucas County has a very diverse workforce spanning many different occupational groups. Those occupational areas with the highest workforce numbers include: manufacturing, retail, food service, health care, business services, governmental and transportation. Based on information from the Ohio Department of Job and Family Service Job Outlook 2010 Toledo MSA, the following occupations will see a decrease in the number of workers: certain manufacturing occupations, agriculture production, railroad transportation, utilities services, general merchandising and certain banking occupations.

Those occupations seeing the largest growth include: healthcare occupations, social service, business

services, air transportation, miscellaneous retail, and food service.

To meet the changing workforce demands and assist individuals to prepare for the changing workforce needs, individuals will need the following information:

- Information on Job Openings within the region where the individual could utilize their current transferable skills
- Information on occupational areas that are projected for growth that will provide a higher wage than their current occupation provides
- Information on the skills sets required to perform the jobs that will be in demand
- Information on education and training organizations that can provide the training to meet the skills sets in the demand occupations
- Information on financial aid available including PELL, OIG, student loans and scholarships
- Access to workforce development services during evening hours so they can continue to work while pursuing other employment opportunities
- Assistance in registering for the SCOTI Labor Exchange
- Information on job search techniques
- Information and access to services to assist Job Seeker upgrade basic skills in math, reading and computer literacy
- Information on apprentice programs within the trades
- Information on new businesses or expanding companies within the region that may provide opportunity for career growth
- Assistance in completing resumes and cover letters that highlights current skills sets as well their worker characteristics

#### **1d. Youth;**

The Lucas County One-Stop partners and the Youth Council have a diverse group of organizations that provide an array of services to a diverse youth population. These organizations survey their youth customers on regular basis to gain insight into the type services the youth can benefit from to assist them to enter and progress within the workforce now and in the future. Outlined below are items identified that the youth need:

- Information on job openings that meets the youth current skills sets
- Information on local employers and the type of positions they generally hire younger workers
- Information on how to utilize a One-Stop in career exploration and job search functions
- Information on career paths in a variety of occupations and the training and experience required to progress in these career paths
- Information on education courses the youth should take in high school and beyond to prepare themselves for the changing workforce needs
- Information on basic employment soft skills required to attain and maintain employment t including reporting to work on time, reliability, understanding the importance of regular attendance, ability to work as part of team, ability to follow instructions and ability to respond appropriately to supervision
- Assistance in completing resumes and cover letters that highlights their skills
- Assistance in registering for the SCOTI Labor Exchange
- Information on job search techniques including interview skills, skill identification, developing a plan, and local employers to contact who may have jobs that match transferable skills
- Information on apprentice programs within the trades as well information on how to prepare for the apprentice testing process
- Information and access to services to assist in upgrading basic skills in math, reading and computer literacy
- Information and access to services to assist Job Seeker attain GED
- Information on education and training organizations who provide a variety of trainings in various occupations
- Information on financial aid available including PELL, OIG, student loans and scholarships
- Information on support services including daycare, housing assistance, interview clothes and transportation
- Information on how to live on a budget and how to use a checkbook
- Information on new businesses or expanding companies within the region

- One-to-one mentoring to assist youth in successful job search and job placements.

**1e. Dislocated Workers;**

Over the past three years, Lucas County has had a variety of business closing and downsizing. Through Rapid Response Orientations, surveys have been completed to gain insight into the unique needs of the Dislocated Workers. These surveys indicate the following as key needs:

- Information and easy access to local job openings enabling them to attain employment as rapidly as possible at the same wage level and benefits as at dislocation
- Guidance and counseling to assist in managing the stress of job loss
- Guidance on managing the financial issues of losing a steady income
- Assistance in completing resumes and cover letters highlighting previous skills sets and worker characteristics that employers have indicated as a need in their workforce
- Assistance in registering for the SCOTI Labor Exchange
- Information on various occupations with emphasis on skill sets required, education required, career paths for occupation and long term outlook for those occupations.
- Seminars and workshops on job search techniques including interview skills, skill identification, developing an employment plan of action, identification of transferable skills, and job development.
- Information on apprentice programs within the trades as well information on how to prepare for the apprentice testing process
- Information and access to services to assist Job Seeker upgrade basic skills in math, reading and computer literacy
- Easy access to education and training organizations who provide a variety of quality training in various occupations
- Assistance in applying for financial aid, including PELL, OIG, student loans, scholarships and other financial aids to assist with training
- Information on medical benefits available to assist them through job loss transition.
- Information and access to On-the Job Training opportunities with local employers
- Support services including daycare, eldercare, housing assistance, food assistance, interview clothes and transportation
- Labor market information including: new businesses or expanding companies within the region, and current demand occupations
- Easy access to Unemployment (UI) registration and information
- Assistance with pension and benefit packages and financial information

**1f. Adults;**

Evaluation of the data collected by the center from the *membership needs survey* (including responses from the Adult eligible WIA customer, the older worker, individuals with disabilities, veterans, low income households and individuals on public assistance) has indicated the following needs:

- Up to date and easily accessed information on current job openings within the region.
- Guidance and counseling to evaluate the type of occupation that best matches their skills, abilities, aptitudes and interest while discussing demand occupations within the community
- Information and access to services to assist an individual manage the functional limitations of disability so they are able attain and maintain employment
- Information on labor market trends that may impact long term job stability
- Assistance in completing resumes and cover letters that highlights previous skills sets and worker characteristics that employers are looking for in their workforce
- Assistance in registering for the SCOTI Labor Exchange
- Assistance in developing a plan to attain employment that provides for self-sufficiency and career growth
- Information on various occupations with emphasis on skill sets required, education required career paths for occupation and long term outlook for occupation.
- GED preparation classes, and assistance with fees for testing
- Computer literacy training



## Lucas County 5 year strategic plan

- Short term open ended training opportunities leading to locally recognized certification
- Information on job search techniques including interview skills, skill identification, developing a plan, and local employers to contact who may have jobs that match transferable skills
- Easy access to software to upgrade basic computer skills and typing speed
- Current Labor Market Information, including: career growth occupations available within the region that provide good and long term career growth, and Information on new businesses or expanding companies within the region
- Access to apprentice programs within the trades as well information on how to prepare for the apprentice testing process
- Access to services to assist Job Seeker upgrade basic skills in math, reading and computer literacy
- Information on education and training organizations that provide a variety of quality training in various occupations.
- Assistance with applying for financial aid available including: PELL, OIG, student loans, scholarships and other financial aids to assist with training
- Access to On-the Job-Training opportunities with local employers
- Support services including daycare, eldercare, and mental health services, drug & alcohol treatment, housing assistance, food assistance, medical coverage, interview clothes and transportation

### **1g. Displaced Homemakers;**

Over the past three years, Lucas County has had a variety of business closing and downsizing. Due to the closing of these businesses, spouses of dislocated workers have been required to re-enter the workforce or increase their financial support obligation to the family. Thus we have seen an increase of displaced homemakers pursuing employment, or seeking assistance in increasing the number of hours in their current job. These individuals need the following services:

- Employers located within the community that are open to hiring individuals that have not been in the labor force for a significant period of time
- Guidance and counseling to assist in managing the stress of the spouse who is dealing with a job loss
- Guidance on managing the financial issues of losing significant household income
- Assistance in completing resumes and cover letters that highlights previous skills sets and worker characteristics that employers are looking for in the workforce
- Assistance in registering for the SCOTI Labor Exchange
- Information on various occupations with emphasis on skill sets required, education required, career paths for occupation and long term outlook for occupations
- Information on job search techniques including interview skills, skill identification, developing a plan, and local employers to contact who may have jobs that match transferable skills
- Information on apprentice programs within the trades as well information on how to prepare for the apprentice testing process
- Information and access to services to assist Job Seeker upgrade basic skills in math, reading and computer literacy
- Information on education and training organizations who provide a variety of quality training in various occupations
- Assistance in applying for financial aid available including: PELL, OIG, student loans, scholarships and other financial aids to assist with training
- Information on medical benefits available to assist through job loss transition.
- On-the-Job Training opportunities with local employers
- Information on support services including daycare, eldercare, housing assistance, food assistance, interview clothes and transportation
- Information on new businesses or expanding companies within the region
- Access to the development of employment soft skills to adapt to the new demands of working or increasing the number of hours of work, such as: reporting to work on time, understanding the importance of regular attendance, teamwork and ability to respond appropriately to supervision
- Specific seminars and groups that assist the displaced homemaker adapt to their new roles and functions

### **1h. Incumbent Workers;**

Lucas County is not currently receiving any of the Governor's funds for incumbent workers. However, we recognize that we have a significant population of underemployed workers. These underemployed workers are addressed below.

**1i. Other groups of workers identified by local workforce investment board.** WIA Section 118(b) (10), WIA Section 118(b)(1)(A)

Lucas County has a very diverse workforce spanning many different occupational groups. A significant portion of the current workforce is underemployed. Center membership surveys of customers that are already working upon entry into the center, indicate that these individuals need certain services that will assist them to attain the highest level employment and create opportunities for them to develop new skills sets by being provided these additional employment experiences. Lucas County has not done a current skills gap analysis. To meet the changing workforce demands and assist individuals prepare for the changing workforce needs, incumbent workers will need the following:

- Access to Job Openings within the region where the individual could utilize their current transferable skills while also being provided the opportunity to develop new skills
- Information on occupation areas that are projected for growth that will provide a higher wage than their current occupation provides
- Information on the skills sets required to perform the jobs that will be in demand in the future
- Information on education and training organizations that can provide the training to meet the skills sets in the demand occupations
- Information on financial aid available including PELL, OIG, student loans and scholarships
- Access to workforce development services during evening hours so they can continue to work while pursuing other employment opportunities.
- Assistance in registering for the SCOTI Labor Exchange that highlights transferable skills into other occupations
- Information and access to services to assist Job Seeker upgrade basic skills in math, reading and computer literacy
- Information on apprentice programs within the trades that provide job stability and skill marketability
- Information on new businesses or expanding companies within the region that may provide opportunity for career growth
- Assistance in completing resumes and cover letters that highlights current skills sets as well their worker characteristics
- Information on and development of employment soft skills that assist an individual develop ideal worker characteristics in the areas of teamwork, reliability, leadership, and managing supervisors expectations.
- Access to career guidance services that assist an individual attain guidance in choosing an appropriate job goal

**2. Describe the current employment opportunities in the local area.**

Lucas County has diverse employment opportunities spanning many different occupational groups. Due to the change in the economy and the technology advancement within various industries, Lucas County recognizes the need to focus on new industries, based on world-wide services and technology. The focus of workforce development, economic development, and the local training organizations is currently changing to align for the transition from traditionally automotive based and service industries to technology based. Thus, the Workforce Investment Board and The Source One-stop center, will assume the roles of catalyst and venue for the development of one, comprehensive, workforce development system by bringing together and establishing common workforce development goals for the entities responsible for education and training, support services and economic development so a workforce is developed to meet the future employment opportunities that will be available in the region. To evaluate the current employment opportunities, the following information was utilized:

- "Workforce Needs Survey" completed in 2000 by the Toledo Area Chamber of Commerce and the Regional Growth Partnership
- "Environmental Scans" completed in 2001 by the Lucas County Policy Board and Lucas County Economic and Workforce Development
- "Industrial Cluster Analysis" completed in 2003 by the Regional Growth Partnership
- "Job Outlook to 2010 Toledo MSA" completed by Ohio Department of Job and Family Services

- “Where will the Next Jobs Be? “ A study of the Context of Occupations in Northwest Ohio, June 2002 Urban Affairs Center, The University of Toledo

**2a. Describe the projected employment opportunities in the local area.** WIA Section 118(b)(1)(B)

According to the OBES website the most current rate of unemployment for Lucas County is 8.7%. The City of Toledo is 10.1%. The neighboring county of Wood County is by comparison at only 6.1%, the state average is at 6.2% and the National average is 5.6%. It is expected that Lucas County will remain higher than the state average for the next year.

Lucas County is primarily dependent upon its service producing industries. 76% of the total jobs in the county are in healthcare, business service, or retail trades. The county industries include construction, plastics, manufacturing in primary metal industries including fabricated metal products, and industrial machinery and equipment.

The City of Toledo is anticipating a revitalization of the downtown area due to the plans for development of the ship building industry along Lake Erie. This industry will increase the need for workers, and require a highly trained, highly skilled workforce. It is projected that by 2006, the greatest percentage of the local workforce will be in the 30-55 year age group, and that the 21-29 group will continue to decline. The older workforce, due to the lack of technical skills, and possibly having less transferable skills because of the length of time spent in one occupation (as well as the inexperienced younger worker) will need to receive: training, mentoring, and recruiting programs to meet the labor shortage and close the skills gap of this, and future industry.

Occupational areas with the highest workforce numbers include: manufacturing, retail, food service, health care, business services, governmental and transportation. The WIB, in conjunction with the Partners, will examine in more detail the needs of the high demand occupations in the region. This may be accomplished through a skill gap analysis and employer surveys. This information may be utilized as a tool to determine funding priorities, including the use of WIA training funds, and the pursuit of grant opportunities.

Based off information from the Ohio Department of Job and Family Service Job Outlook 2010 Toledo MSA, those occupations that will see a considerable decrease include: certain manufacturing occupations, agriculture production, railroad transportation, utilities services, general merchandising and certain banking occupations.

Those occupations currently seeing the largest growth include: healthcare occupations, social service, business services, air transportation, miscellaneous retail, and food service. The need for skilled, technologically savvy, workforce is anticipated to increase dramatically as new industries recruited through the efforts of the economic development entities, move into the region. Further, the advancement in manufacturing technology will reduce the workforce in manufacturing sector but the technology advancements will require the current workers in the manufacturing field to attain new skill sets.

**3. Describe the job skills necessary to obtain such employment opportunities.** WIA Section 118(B)(1)(C)

According to the survey results from “Where will the Next Jobs Be? “ A study of the Context of Occupations in Northwest Ohio, June 2002 Urban Affairs Center, The University of Toledo, the four areas that businesses felt would provide the most difficult positions to fill 2001-2010 are:

- Technical Occupations
- Manufacturing Occupations
- Health Care Occupations
- Service Occupations

Additionally, the demand occupations identified are: Transportation, Professional/Civil Service, Information technology/Admin Tech support, Clerical, Retail/Hospitality.

Within these occupations, the businesses identified the following required skills:

## CONCEPTUAL SKILLS

- Leadership skills
- Management of multi-tasks
- Problem solving, teamwork, dependability, organization
- Quality focused
- Good customer service and telephone skills
- Time management skills
- Mechanical skills
- Ability to compete effectively in appropriate markets, both local and global.
- Writing Skills
- Critical Thinking
- Work Ethic

## TECHNICAL SKILLS

- Mechanical
- Computer literacy
- Capability to operate advanced manufacturing processes
- Skilled trades experience
- Advanced math and science knowledge
- Grant Writing
- Sales skills
- Electrical
- Chemical Synthesis
- Supervisory Skills
- Data Entry
- Welding
- Interpretation
- Financial Management

## INTERPERSONAL SKILLS

- Management and mentoring skills
- Relationship-building skills
- Conflict Management
- Teamwork
- Mediation skills
- Ability to learn new skills
- Good interpersonal skills
- Show loyalty and stay long term

The demand occupational clusters require a wide range of skill sets. The WIB and **The Source** partners will work in a coordinated manner with the businesses to prepare and develop a workforce that has those skill sets needed to be successful. The WIB along with the partners will explore and pursue a variety of different funding sources, grant opportunities, scholarships, and private business investment to assist in training and developing a wide range of individuals, including: youth, minorities, older workers, dislocated workers, veterans, people with disabilities and incumbent workers. This coordinated effort will work with the apprentice training programs, other training and education institutions to increase the capacity to produce the skilled workforce needed. Outlined below are some specific skill sets needed in a few of the highest demand occupations within the region.

Registered Nurses are in high demand within the region. These individuals will need trained in an education institution that offers specific training in nursing. Within the region, University of Toledo, Medical College, Bowling Green State University, Owens Community College, Northwest State Community College, Lourdes College and Mercy School of Nursing provides this training and education opportunities. The skill sets required in this occupations include: excellent reading comprehension, active listening skills, strong in the sciences,

critical thinking, active learning, problem solving skills, crisis management skills, excellent judgement , organization of information, solution appraisal, system evaluation and management of material resources.

Due to the advancement manufacturing technology, the region will have the need for individuals to be developed to effectively utilize the new manufacturing technology. Those skills required include: advance mathematics, critical thinking, science, problem identification, synthesis/reorganization, installation, technology design, computer programming, troubleshooting, equipment maintenance, product inspection, blue print reading, quality assurance and management of material resources.

The technical occupations will require a variety of advanced skill sets. A variety of engineering occupations are in demand in the region. These occupations generally require advance training with at least an Associates Degree and Bachelors Degree. Within the region, University of Toledo, Owens Community College, Northwest State Community College and Terra Community College provides this training and education opportunities in this area. The skills required in this field include: High reading comprehension, active listening, advanced mathematics, advanced science, idea generation, operations monitoring, technology design, idea evaluation, implementation planning, product inspection, product design, identifying down streaming consequences, visioning, time management, system perception, technology design, persuasion and coordination.

Based off Labor Market Information from the Ohio Department of Job and Family Service, the service occupations will be the largest growth of jobs in the region. Examples of skill sets in this field include the following: service orientation, time management, management of personnel, social perceptive and learning strategies.

We must recognize that the current workforce is not necessarily the answer to the labor market needs within our area. As an example, as indicated above, Healthcare is a growing occupation. This means that not only can we not meet our current labor shortage in the demand occupations, but we will not be able to meet the needs of the near future unless we formulize a plan for recruiting youth into these fields. Our School-to-Work *system* must identify these growth areas, and labor shortages, and be proactive in developing students and workers to meet these needs. We must develop a “common workforce language” among educational institutions, economic development and business leaders, and community organizations.

The Center and the WIB must work with all industries in completing needs assessments and skill gap analysis, and must develop plans to address these needs.

#### **4. Provide a description of the One-Stop delivery system to be established or designated in the local areas for the following: WIA Section 118(b)(2)**

By WIA law, there is to be a Chief Elected Official, a WIB, an Administrative entity, a Fiscal Entity, and One-Stop Operator. Each is to perform as part of a “check and balance” system. Within the Workforce development system, the Board will assume the role of guidance, consulting, quality assurance, “big picture planning”, controlling the budget, setting performance measures for the Workforce Development *System*, selecting the Administrative Entity, Fiscal entity and One-Stop Operator. The Board will institute a structure of governance with an administrative entity that will assist the WIB achieve its goals, and ensure that we are connecting to economic development , thereby promoting a strong community. The Administrative Entity and the One-Stop Operator is accountable to the WIB.

The One-Stop Operator, is the lead agency in providing front line customer service, resource room facilitation, seminar facilitation and job club/ search assistance. The Operator is also responsible for providing center planning, and coordinating services with the various One-Stop Partners. This includes developing the monthly schedule, conducting system orientations, defining functional team member’s responsibilities, developing the center business/strategic plan, developing building protocols based off partners’ feedback, collecting customer satisfaction information, reporting center activity, and developing a system of tracking of all customers for Core services. The Administrative entity is responsible for WIA program monitoring, fiscal planning, contract negotiation, communication with WIB & elected officials, building planning and contract compliance. The Administrative entity is the lead agency for WIA program business services/ job development and WIA intensive employment advising services. The other partners provide a wealth of services that further assist the

Center in achieving its goals and objectives. Basic decisions for center operations happen at the functional team meetings and at the Partners Managers group meeting. The One-stop Operator is responsible for implementing the decisions of the Partner Managers group.

The Workforce Investment Board and **The Source, Northwest Ohio** One-stop center, will assume the roles of catalyst and venue, for the development of one, comprehensive, and workforce development system. The WIB will bring together and establishing common workforce development goals for the entities responsible for education and training, support services, local businesses and economic development within the region. This system is concentrated in, with services to be delivered to customers through **The Source, Northwest Ohio**. This single site houses all agencies in the community whose primary focus is to deliver workforce development services, and the Center itself is operated as a partnership involving all of those agencies. Each agency that delivers services in the Center is a partner in the Center's operation, and all of the partners collectively – as defined herein – are responsible for the delivery of high quality, integrated services to business and Job Seeker customers. Though each partner agency is responsible for the quality of the services it provides, **all** partners together are responsible for the quality and consistency of the services provided by the Center.

Any Job Seeker can access the Universal services by merely coming into the Resource Room and filling out a membership form. Here, the participants can: research job and training opportunities, meet with a job developer, access the internet for job searching and applying on line, write a resume, write a cover letter, use of the fax and phones for job searching, view job skills training videos, receive information on a variety of services and training opportunities, complete the FAFSA application, and attend the Core Workshops.

If a participant feels they need more help or have not been successful in attaining employment, they may apply for the WIA program and other partner programs that they meet eligibility requirements. Through these programs, they may receive more intensive services, and may be eligible for additional funding for training opportunities.

The Center will provide business services in the area of recruitment services, information on training services, access to training and other business management resources. Once a business contacts **The Source**, they will be assigned an account representative/job developer who specializes in the businesses industry cluster. The account representative/job developer will assure the business attains the services and resource available they need to meet their individual needs. Any business can post their employment openings on-line through the SCOTI labor exchange. An account representative will be assigned to the business to assist in accessing the electronic exchange system, assist in pre-screening resumes, and work with the business to identify the services needed. The Account Rep will work with the business to assist in filling their specific labor needs.

The main objectives of **The Source, Northwest Ohio** are: to become the labor exchange system of choice for employers and Job Seekers, to be the recognized authoritative source for information on training providers and local community resources, and to be the single site location in Lucas County, Northwest Ohio for accessing workforce development services. The WIB and the Center, will also take a lead role in linking workforce development with economic development, to provide a full range of services to existing, expanding and new employers in Lucas County, Ohio.

We envision **The Source** One-Stop Center to be, in a sense, the “hub” of the workforce system. By engaging all community employment and training service providers in a single location and a single, seamless system, and by linking this community workforce development system with economic development, the Center will serve as the focal point through which employers can meet their current and projected workforce needs, both in terms of employment opportunities and changing skill-set requirements, and Job Seekers can identify the employment and training opportunities that will enable them to meet their career goals and employment objectives.

**4a. Provide a description of how the local areas One-Stop service delivery system will meet the minimum requirements for at least one physical One-Stop location at which core services are available to a universal population and at which all the programs and services of the required One-Stop partners are accessible.** WIA Section 134(c)(2), Section 134(d)

Lucas County has one Level II One-Stop Center within the WIB. The location of the building is within the Toledo downtown corridor thus making it accessible to wide range of populations. This location will allow for a

wide range of partners on site providing an array of coordinated services. A good portion of partners will maintain other locations within the community. The Job Seeker and Business Customer will be referred to these partners at their other locations when service and resources are not available within the building.

The WIB along with the One-Stop Partners have agreed to “Brand” name the One-Stop Center ***The Source Northwest Ohio***. The LCWIB and the partners will work in cooperative manner to develop and implement a marketing strategy that will highlight the benefits the Job Seeker and Employer/Business customer can receive from ***The Source Northwest Ohio***. The One-Stop partners have worked in a cooperative manner to design and implemented a service delivery system for both the Job Seeker and the Business /Employer customer.

The partnering agencies of ***The Source*** have developed a variety of functional teams that work in a coordinated effort to delivery quality driven services and resources to the business and Job Seeker customer. Each service has been identified in an outline of functional units, with specific defined groups of customers “eligible” to receive products and services at each level. The services and resources will be clarified as either Core services or Intensive services based on the level of intervention required of the customer. Staff will be drawn from each partnering agency and will provide those services through membership on one or more of the functional teams.

### **CORE SERVICES FOR JOB SEEKERS**

Core services are those self-service as well as staff-assisted resources and services available to Job Seekers customers both employed and unemployed – who seek employment and training assistance through ***The Source***. (Please see Attachment B Job Seeker Flow Chart) Core services are available to all customers who seek assistance – both Job Seekers and employers. The functional teams that provide the Core resources and services are outlined below:

Chart 2



#### ***Customer Service and Information Team***

The Customer Service and Information Team will consist of friendly, knowledgeable staff, that are responsible for providing professional customer service, and the collection and distribution of various data relating to the center. The Customer Service and Information Team will provide the following customer service and information reporting within the center:

- **Customer Focused Greeting/Reception:** The Customer Service and Information staff within ***The Source*** will greet each visitor in a professional and helpful manner. The staff will continuously assess the lobby and reception area to ensure the elimination of waiting lines for services.
- **Triage Customers to Appropriate Area of the One-Stop Center:** The Customer Service and Information staff will guide the customer to the appropriate area within ***The Source*** based off the service or resource being requested by the customer.
- **Collect Data on Job Seekers Customers:** The Customer Service and Information staff will encourage Job Seeker customers to complete a One-Stop Membership form for those customers who are entering the center for the first time. The Membership form will collect basic demographic information, services needed by customers, employment history, and employment goal. Staff will also collect data from services provided within the Center. This may include attendance within Resource Room, Seminar attendance and customer satisfaction. The

information collected will be utilized to identify trends within the center, services being requested and provide guidance for Center planning.

- **Distribute Information:** The Customer Service and Information staff will distribute information brochures to customers about the various services available within the Center.
- **Collect and Distribute Performance Information:** The Customer Service and Information staff will collect and distribute various outcome information, about the Center and program outcomes.
- **Answer Telephone within Center:** The Customer Service and Information staff will provide customer friendly and professional service by directing calls to appropriate areas within the Center as well provide accurate information relating to information about *The Source*.
- **Process Job Orders Placed by Employers:** The Customer Service and Information staff will have the knowledge base to collect information from employers who want to place job orders via phone. The job order will be distributed to appropriate area within the Center.
- **Contact Job Seeker Customers about Employment Opportunities:** The Customer Service and Information staff will assist in contacting Job Seekers for mass recruiting events by phone or by mail.

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### Resource Room Team

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The Resource Room Team will provide a variety of quality driven resources and services to the job seeker. These services and resources include the following:

- **One-Stop System Orientation:** Customers will have a choice to complete a system orientation by (i) attending a staff facilitated group system orientation, or (ii) attending an individual orientation by viewing a computerized Power Point presentation within the Resource Room. Both options will be scheduled at various times throughout the week to expedite job seeker/ customer access to services. The system orientation will provide customers with information on the variety of services available from The Source and its various partners.
- **Access to Internet:** Customers will have the opportunity to utilize computers within the Resource Room to research employment information, find job openings on various Internet sites, and complete financial aid forms.
- **Computer Software for Job Search Assistance:** Customers will have the opportunity to utilize computers and various software packages (e.g. Win-Way Resume and Microsoft Word) for the completion of resumes and cover letters. Staff will provide limited assistance in training customers on use of software.
- **Computer Software to Upgrade Skills:** Customers will have the opportunity to utilize the computers and software to upgrade skills in various software applications (Excel, Word, Mavis Beacon and Access) in a self-paced manner.
- **Computer Software Career Exploration and Assessing Skills:** Customers will have the opportunity to utilize computers and software (e.g. Career Scope, OASYS, OCIS) within the Resource Room to identify their transferable skills, skills, aptitudes, interests and potential occupations.
- **Computer Access in Registering for Automated Labor Exchange Services:** Customers will have access to register with the Ohio Department of Job and Family Services labor exchange system. In addition, customers will be able to post resumes on local and national web sites.
- **Register for Membership and Initial Assessment of Needs:** Customers will have the opportunity to complete a Membership form that will allow access to a variety of services offered by The Source including: notification of job opportunities, mailings on The Source events, and other job-matching services. The Membership form will also serve as initial assessment of customer skills and needs. Based on information collected from the Membership form, staff will provide direction to the customer regarding the services and resources that may assist in achieving employment objectives.
- **Information on Careers/ Occupations:** Customers will be able to access a variety of career information resources on skill sets, abilities, aptitudes, education/training requirements, characteristics and physical requirements of various occupations. Information will also be provided on employers who hire in a variety of occupations. Information will be made available in books, fliers, brochures, computer software applications (O\*Net or OAYSIS), and Internet access with specific sites identified.



- **Information on Training/Education Providers:** Customers may access information on various local training providers (i.e. Adult Education, Post Secondary and Vocational Schools) and the certifications that would be attained after completing the training. Staff will provide guidance on Internet sites with additional information about state Eligible Training Providers.
- **Information on Demand Occupations:** Customers may access information on local Demand Occupations. Customers will be referred by staff to the Career Corners and/or will be provided with other information on various Demand Occupations.
- **Labor Market Information (LMI):** Customers will have access to information about general labor market information via printed literature or Internet access. LMI will be collected on a regular basis from the Ohio Department of Job and Family Services (ODJFS), local employers, the Toledo Chamber of Commerce, and the Job Development staff of Partner agencies. Staff may provide assistance and guidance to customers in interpreting the LMI information.
- **Career and Job Search Guidance:** Customers will have access to resource books on careers and job search techniques. Staff will be available within the Resource Room to provide limited career guidance and job search guidance. Customers needing more intensive career guidance and job search assistance will be referred to the Employment Advisors.
- **Job Orders Posting:** Customers will have access to current job orders from local employers posted within the Resource Room. Staff will maintain a job order posting book based on referrals from employers and/or Partner Job Development staff.
- **Information for Veterans Services:** Through a dedicated display for Veterans, brochures will be made available to customers allowing them to gain insight into the wide range of available services and resources available to Veterans. Staff may assist the customer in accessing these Veteran services as needed.
- **Information for Youth Services and Resources:** Customers will be able to access a variety of brochures and books in the area of youth career exploration and job search techniques with a dedicated display for youth located in the Resource Room. Staff will assist the customer in completing referral forms to youth services as needed.
- **Information for Individuals with Disabilities:** Customers will have information about assisting individuals with disabilities entering the workforce. Staff will assist the customer in completing referral forms for Partner services that may aid the individual with a disability in attaining employment.
- **Information and Referral to Partner Service:** A variety of Partner brochures will be available in the Resource Room. Staff will assist the customer in completing referral forms for Partner services as needed.
- **Information and Referrals to Community Services & Resources:** Customers will be provided access to a variety of community resource brochures. Staff may refer customers to community resources.
- **Televisions/VCRs for viewing Job Search and Career Exploration Tapes:** Customers will have access to variety of video tapes on career exploration and job search techniques. Customers needing more intensive career guidance and job search assistance will be referred to the Employment Advisors.
- **E-mail Accounts:** Customers may access computers within the Resource Room to set up e-mail accounts for their job search process.
- **Fax machines:** Customers will have access to fax machines to send resumes and cover letters to prospective employers.
- **Telephones for the Job Seeker:** Customers will have access to telephones within the Career Resource Room to contact employers about potential employment opportunities.
- **Copiers:** Customers will have access to copiers within the Resource Room to copy various documents for career exploration and job search assistance.
- **Local Newspapers and Trade Journals:** Customers will have access to local newspapers and trade journals in the Resource Room for career exploration and job search assistance.
- **WIA Program Orientation and Referrals to Intensive Services:** Customers having an interest in accessing WIA Services will complete a WIA orientation by attending a staff facilitated group orientation or an individual orientation via a Power Point presentation. Both options will be scheduled at various times throughout the week. Those customers who are not successful in attaining a job through

use of the Resource Room, and who meet eligibility requirements, may be referred by the Employment Advisors for more Intensive Services.

- **Entrepreneur Information:** Customers having an interest in starting a small business will be provided the opportunity to utilize several information resources. These resources include business planning literature, sample business plans, information on the steps involved in starting a business, business loan information, and referrals to local organizations including the Toledo Area Chamber of Commerce and the Lucas County Economic and Workforce Development Department. The Toledo Area Chamber of Commerce will provide periodic seminars on site at The Source dealing with the business start-up process.
- **Assistance and Referral for Unemployment Compensation:** Customers will have access to direct phone lines to the Ohio Department of Job & Family Services Call-In Centers to apply for Unemployment Compensation. Staff will provide assistance as needed.

**Seminar Team**

The Seminar Team within **The Source** will provide informational seminars. in the following areas:

**Career Exploration:**

- **Transferable Skills:** The Job Seeker Customer will have the opportunity to examine their past work history and education to determine what skills sets they have that could be transferred to different occupations.
- **Career Exploration:** The Job Seeker Customer will have the opportunity to participate in a variety of exercises that will assist the individual assess their interest, aptitudes, work characteristics and personal needs thus helping the Job Seeker identify potential employment opportunities.

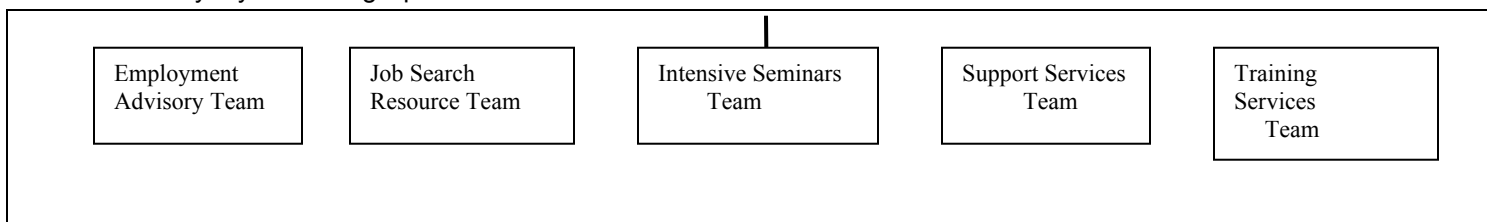
**Job Search Skills:**

- **Resume Development:** The Job Seeker Customer will be provided the information on how to develop a highly professional resume that highlights their skills, education, work experience and personal characteristics.
- **Writing Cover Letters:** The Job Seeker Customer will be provided the information on how to develop a cover letter that will introduce themselves to the employer while highlighting their skills, education, work experience and personal characteristics that make them a quality applicant for the position.
- **Interview Skill Development:** The Job Seeker Customer will be provided the information on how to prepare for an interview as well as effectively answer common interview questions.
- **Organizing the Job Search:** The Job Seeker Customer will be provided the information on how to develop a realistic action plan, and the information one will need in pursuing new employment opportunities.
- **Employment Applications:** The Job Seeker Customer will be provided information on completing applications in a comprehensive manner that will highlight their skills, education, work experience and personal characteristics.

**INTENSIVE SERVICES FOR JOB SEEKERS**

Intensive services are those services that can be provided by Staff to the subset of the customer population that is eligible for and can benefit from additional employment and training assistance beyond the Universal Core services described above. The functional teams that provide the Intensive services are outlined below:

<b>Chart 3</b>	<b>INTENSIVE SERVICES TEAMS</b>	
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### ***Employment Advisory Team***

The Employment Advisory Team will provide quality driven services and resources that will assist the Job Seeker customer progress toward their employment goal in the most efficient manner possible. Employment Advising encompasses a variety of areas including:

- **Eligibility Determination:** Based off review of basic assessment information, Employment Advisory staff will determine what One-Stop Center and Partner services the Job Seeker customer would benefit from to attain employment goals. Staff will collect needed documentation to determine eligibility for WIA and other center programs and attain information needed to assist the Job Seeker in an efficient manner.
- **Comprehensive Assessment:** The One-Stop Center has a variety of assessment tools that may be utilized to assess a Job Seeker's interests, skills, abilities, transferable skills and aptitudes. These assessment tools provide assistance to the Job Seeker in determining the type of employment or training that best meets the Job Seeker needs. The Employment Advisory staff will interrupt these assessments and provide appropriate vocational guidance to the Job Seeker. Based on this assessment, an Individual Employment Plan (IEP) will be developed.
- **Career and Vocational Guidance:** Employment Advisory staff will provide on-going individual guidance based on the customer's assessment information, the customer's career goal, and local Labor Market Information. The Employment Advisory staff will provide appropriate direction in identifying the steps needed for a successful job search and/or training experience.
- **Development of Individual Employability Plan (IEP):** Employment Advisory staff will work with the Job Seeker to develop an action plan with outcome objectives. This plan will identify the resources and services the Job Seeker needs to assist them in attaining their employment goals.
- **Linking Job Seekers to Training:** Those Job Seekers who are not able to attain employment with their current skills, or are unable to support themselves based on these skills sets, may be referred to training. Employment Advisory staff will provide guidance on identifying appropriate training providers; and also assist the customer with identifying financial resources to fund the training.
- **Vocational Case Management and Support Services:** Employment Advisory staff will assist the Job Seeker with removing barriers that may hinder the Job Seeker from attaining and retaining successful employment. This may include referring individuals to community resources/agencies that can assist in removing these barriers.
- **Job Search Assistance:** Employment Advisory staff will work with individual Job Seekers, or groups of Job Seekers, to develop job search techniques that assist the Job Seeker attain employment that matches their skills, abilities, aptitudes, interest and individual needs.
- **Address Inappropriate Behaviors:** Employment Advisory staff may work with Job Seekers on an individual basis, or in a group setting, to address behaviors that are impeding the Job Seeker from attaining or maintaining employment.
- **Prescreen for Job Openings:** Employment Advisory staff will review the Job Seeker's resumes and other documentation to preliminarily determine if the Job Seeker matches the job orders that are placed within the center. The Employment Advisory staff will refer quality applicants, or their resumes, to the *Placement Specialists*.
- **Employment Follow Up Service:** Employment Advisory staff will provide follow up and retention services to customers to assure employment stability and career growth.

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### ***Job Search Resource Team***

The Job Search Resource Room will provide a variety quality driven job search services to the Job Seeker customer. The Job Search Resource Room will provide the following services and resources:

- **Telephones for the Job Seeker:** Job Seeker customers will have access to telephones within the Job Search Room to contact employers about potential employment opportunities, and for telephone interviews.
- **Access to Internet:** Job Seeker customers will have the opportunity to utilize computers within the Resource Area to research employment information, complete financial aid forms and job openings at various sites on the Internet.
- **Resume Development:** The Job Search Resource Room staff will provide individual intervention to assist the Job Seeker customer develop a resumes that markets their skills, experience and education in a professional format.
- **Cover Letter:** The Job Search Resource Room staff will provide individual intervention to assist the Job Seeker develop various quality cover letters in applying for various employment opportunities.
- **Prescreen for Job Openings:** The Job Search Resource Room staff will review the Job Seeker's resumes and other documentation to preliminarily determine if the Job Seeker matches the job orders that are placed within the center.
- **Job Search Assistance:** The Job Search Resource Room staff will work with individual Job Seekers, or groups of Job Seekers, to develop job search techniques that assist the Job Seeker attain employment that matches their skills, abilities, aptitudes, interest and individual needs.
- **Computer Software for Job Search Assistance:** Customers will have the opportunity to utilize computers and various software packages for completion of Resumes and Cover Letters. (Win-Way Resume and Microsoft Word.) Staff will provide limited assistance on training customers on use of software.
- **Computer Software to Upgrade Skills:** Customers will have the opportunity to utilize the computers and the loaded software to upgrade skills in various software applications (Excel, Word, Mavis Beacon and Access) at a self-paced manner.
- **Computer Software to Gain Information about Employers and Various Occupations:** Job Seeker customers will have the opportunity to utilize computer software (OASYS, OCIS, O\*NET, etc.) to attain description of occupations and names of employers that may hire those positions.
- **Computer Access in Registering for Automated Labor Exchange Services:** Job Seeker customers will have access to register with the Ohio Department of Job and Family Services labor exchange system. In addition, customers will be able to post resumes on local and national web sites (I.e. Monster.com, etc.)
- **Job Orders Posting:** Job Seeker customers will have access to current job orders from local employers posted within the Job Search Resource Room. Staff will maintain a job order posting book based on referrals employers and/or partner Placement staff sharing job orders.
- **Televisions/VCRs for viewing Job Search and Career Exploration Tapes:** Job Seeker customers will have access to variety of video tapes on career exploration and job search techniques.
- **E-mail Accounts:** Job Seeker customers may access computers within the Career Resource Area to set up e-mail accounts for their job search process.
- **Fax machines:** Job Seeker customers will have access to fax machines to send resumes and cover letters to prospective employers.
- **Copiers:** Job Seeker customers will have access to copiers within the Career Resource area for copying various documents for career exploration and job search assistance.
- **Local Newspapers and Trade Journals:** Job Seeker customers will have access to local newspapers and trade journals within the Job Search Resource Room for job search assistance.

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### Training Services Team

The Training Service Team will provide quality driven services and resources that will assist the Job Seeker customer in attaining information on the Job Seeker's best career path, available training programs in local demand occupations, and information on eligible training providers. The Training Service Team will provide the following:

- **Review Assessment Information:** The One-Stop Center has a variety of assessment tools that may be utilized to assess a Job Seeker's interests, skills, abilities, transferable skills and aptitudes. These assessment tools provide assistance to the Job Seeker in determining the type of employment or training that best meets the Job Seeker needs. The Training Service Team staff will review the outcomes of these assessments and provide appropriate vocational guidance to the Job Seeker in determining if training/education is an appropriate and necessary step to achieve the Job Seekers employment/career goals.

- **Linking Job Seekers to Training Providers:** The Training Service Team staff will provide guidance on identifying appropriate training providers who have programs that meet the training and education needs of the Job Seeker Customer for those Job Seekers who have a desire to attain training/education to become more marketable in the workforce. The Training Service Team staff will establish working relationships with the variety of training/education providers.
- **Assistance in Identifying and Completing Financial Aid Resources:** The Training Service Team staff will assist the Job Seeker customer in identifying financial resources to fund the training. The Training Service Team staff may also assist the Job Seeker customer in completing the financial aid forms via by paper copy or on the internet. This financial aid could include FAFSA applications and scholarships.
- **Information on Training/Education Providers:** The Training Service Team staff will provide the Job Seeker customers information on various local training providers (I.e.: Adult Education, Post Secondary and Vocational Schools) and the occupations that would be attained after completing the training. Staff will provide guidance on Internet sites with additional information about training providers.
- **Career Path Guidance:** The Training Service Team staff will provide Job Seeker customers with access to resource books on career paths and information on educational steps that may need to be taken to achieve desired long term vocational goals. The Training Service Team staff will be available within the resource room to provide career guidance. Customers needing more intensive career guidance and barriers to employment/training success will be referred to Employment Advisors.
- **Televisions/VCRs for viewing Training Providers and Career Exploration Tapes:** The Training Service Team staff will provide the Job Seeker customer access to career exploration information through a variety of video tapes on career paths and information on training/education providers.
- **Individual Training Account/ Funds for Training:** The Training Service Team staff may have access to training funds to assist eligible Job Seekers to attend training. The training will be focused on assisting individuals develop new skills to attain employment in a competitive job market.

### **Seminar Team**

The Seminar Team will provide seminars to the Job Seeker Customer who may need pre-vocational training in areas that will assist the Job Seeker Customer attain and maintain employment that matches their skills, education and experience. Workshops and Seminars include the following areas:

#### **Financial Management:**

- **Personal Budgeting:** The Job Seeker Customer will have the opportunity to develop basic budgeting concepts and practices so they are able set up a personal budget.
- **Avoiding Financial Hazards:** The Job Seeker Customer who has been dislocated will have the opportunity to gain information on how to rollover pensions, IRA and 401ks to protect their financial investment.

#### **Job Search Skills:**

- **Resume Development:** The Job Seeker Customer will be given instruction on how to develop a professional resume that highlights their skills, education, work experience and personal characteristics.
- **Writing Cover Letters:** The Job Seeker Customer will be given instruction on how to develop a cover letter that introduces them to the employer while highlighting their skills, education, work experience and personal characteristics that make themselves a quality applicant for the position.
- **Interview Skill Development:** The Job Seeker Customer will be given instruction on how to prepare for, manage, and end an interview as well as effectively answer common interview questions.

- **Organizing the Job Search:** The Job Seeker Customer will be given instruction on how to develop a realistic action plan including relevant information needed in pursuing new employment opportunities.
- **Employment Applications:** The Job Seeker Customer will be given instruction on how to complete applications in a comprehensive manner, highlighting their skills, education, work experience and personal characteristics.

**Life Management:**

- **Stress Management:** The Job Seeker Customer will be given instruction to develop effective techniques, and organizational skills to aid in managing life stressors.
- **Problem Solving Skills:** The Job Seeker Customer will be given instruction to develop effective problem solving skills. The Job Seeker Customer will be provided case studies and an organized step by step process in resolving challenging problems that arises within ones life.
- **Time Management:** The Job Seeker Customer will be given instruction to develop effective techniques in managing their time so certain priorities in life can be achieved.
- **Understanding Community Resources:** The Job Seeker Customer will be given instruction on how to approach various community resources to attain services to meet their needs.

**Job Retention:**

- **Managing Conflict in the Workplace:** The Job Seeker Customer will be given instruction on how to identify conflict situations and how to manage those situations thereby promoting teamwork and harmony within the workplace.
- **Communication Skills in the Workplace:** The Job Seeker Customer will be given instruction to gain insight on the communication cycle and how to develop effective communication techniques.
- **Understanding and Meeting Employer Expectations:** The Job Seeker Customer will be given instruction to assist the Job Seeker to gain an understanding of common employer expectations and how the Job Seeker can meet those employer expectations.
- **Teamwork:** The Job Seeker Customer will be given instruction to develop understanding of various stages of team development, roles of team members and how to be successful in participating in a team.

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***Support Service Team***

The Support Service Team will be available to the Job Seeker Customer who is in need of support services that assist the customer in attaining or maintaining employment. Support Services encompasses a variety of areas including:

- **Eligibility Determination:** Based off review of One Stop Membership Form, Support Service Team staff will determine what Partner services or other community resource that would assist the Job Seeker customer benefit from to attain or maintain employment. Support Service Team staff would collect needed documentation to determine eligibility and attain information needed to become eligible for the various community resources.
- **Support Services Link:** The Support Service Team will link the Job Seeker customer to a wide range of services including:
  - **Transportation:** Job Seekers who are having a difficult time attaining and maintaining employment due to transportation issues will be provided information about available bus schedules, local Share a Ride programs and targeted transportation initiatives available in the community. The Job Seeker may also be referred to certain organizations that can provide resources to repair cars or provide bus passes.
  - **Daycare:** Job Seekers who are having a difficult time attaining and maintaining employment due to daycare challenges will be provided list of available daycare providers within their area.

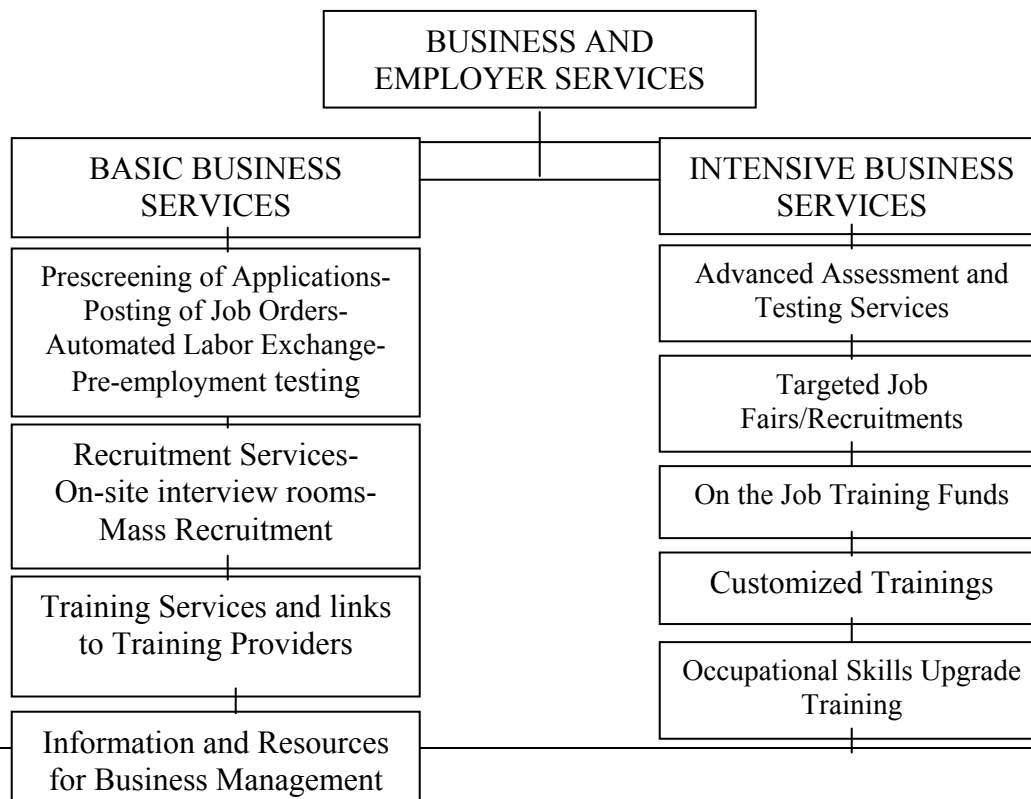
Individuals having a difficult time affording daycare, will be referred to organizations that may be able to assist with daycare expenses.

- **Medical Coverage:** Job Seekers who do not have medical coverage for themselves or family members will be provided guidance and referral to possible insurance coverage either through government funded programs or low cost private insurance.
  - **Housing:** Job Seekers who have unstable housing will be referred to various organizations that can assist the Job Seeker attain housing that is appropriate for their individual needs.
  - **Clothing:** Job Seekers who do not have appropriate clothing for work or for a job interview will be referred to organizations that can provide appropriate work/interview clothes or vouchers to purchase clothing.
  - **Food:** Job Seekers who do not have the financial resources to purchase food for themselves or their family will be referred to various organizations that distribute food, as well as to organizations that can provide vouchers or food stamps.
  - **Counseling:** Job Seekers who are having a difficult time attaining and maintaining employment due to stress related issues or symptoms related to mental illness will be referred to agencies that can provide appropriate counseling and treatment alternatives.
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### BUSINESS & EMPLOYER SERVICES

**The Source** partnering agencies collectively have a wide range of services and resources that can assist employers in meeting their workforce needs at the various general business cycles (Start Up, Growth, Stabilization and Decline). (Please see Attachment C Business Services Flow Chart) Local information gathered through the center, and other resources to assist employers in managing their business are available as well. The partners are committed to providing the highest quality of business services possible.

Chart 4



## **BASIC SERVICES FOR EMPLOYERS**

Basic services for Employers are those self-service and staff-assisted resources and services available to employers who access services and resources through ***The Source***. The Business Service functional team will provide the business services that outlined below:

### ***RECRUITMENT SERVICES***

- **Posting Job Orders:** Employers will have the opportunity to post job orders. The job orders will provide the job title, wage, job description, benefits and any other pertinent information. These job orders may be posted within the One-Stop Center as *open* with the name of employer and all the information, *partially open* with job title and description, or *closed* with no information given other than job title.
- **Pre-Screening Services:** Employers will have the opportunity for ***The Source*** staff to pre-screen applicants to determine the most qualified candidates available for the position. Staff will determine if applicants have the skill sets the employer is requesting.
- **Automated labor exchange:** Sharing Career Opportunities and Training Information (SCOTI) (self-service) Staff and equipment will be available in the Center's Resource Room to enable any employer to enter a job order and to search SCOTI for the resumes of local Job Seekers who match employer criteria for skill, education, training and experience.
- **Basic Pre-Employment Testing:** Employers will be given the opportunity to have staff administrator a variety of basic assessments to determine if an applicant has the skills to perform the job.
- **On-Site Interview Rooms:** Employers will have the opportunity to utilize offices within the Center to interview potential applicants for available positions.
- **Mass Recruitment:** Employers who need to hire a large number of employees at one time will be provided the opportunity to utilize Center's space and receive assistance from Center staff with pre-employment testing in group sessions, and assisting applicants in completing applications.

### **TRAINING SERVICES & INFORMATION ON TRAINING PROVIDERS**

- **Information on area Training and Educational Agencies and Institutions:** Employers can attain information on area education and training providers (e.g. adult education, post-secondary and vocational education and training), with particular emphasis on those institutions or agencies who may have skilled graduates who qualify for employer job openings, or those who can provide incumbent worker or new worker training for the employer. Information may also be provided to the employer about training costs and fees.
- **Entrepreneur Training:** Training will be provided to individuals who have a desire to start up their own business. This training may include determining viability of the business, developing a business plan, attaining financing, marketing strategies and identifying common challenges in starting a business.



## INFORMATION AND RESOURCES FOR BUSINESS MANAGEMENT

- **Employer Summits:** Employer Summits may be utilized for two purposes: 1) to collect information from employers on future hiring trends and skills requirements to meet the employment needs of the future.2) to identify the various services and resources the Center can provide employers while also providing direction to the center on what new services are needed.
- **Information on Community Resources:** Employers will have the opportunity to attain information from Center staff on the wide range of resource available in the community to assist the employer manage their business effectively as well assist employer's employees attain certain services so the employee can maintain their employment.
- **Re-employment Services for Injured Workers:** Center staff will be able to link the employer to Partners who have the expertise and resources to assist an injured worker receive certain services so they can return to their previous job or attain another position based off their limitations.
- **Labor Market Information:** Software and staff is available to provide employers with labor market information such as numbers of unemployed in the labor market, comparative wage data and numbers and characteristics of the employed population. Other, more specific labor market information may be available as resources and time permit.
- **Unemployment Compensation/TAA NAFTA:** Center Staff will be available to provide information to employers on the unemployment compensation system and on filing for TAA/NAFTA.
- **Rapid Response Assistance with Layoffs/Closures:** Center Staff will meet with employers undergoing downsizing (layoffs and/or facility closures) to explain the resources available to assist laid off employees.
- **Information on Tax Credits and Business Loans:** Center staff will be able to provide information to local employers on various tax credits in hiring individuals from certain targeted population groups. Center staff will also refer employers to Economic Development Organization that may be able to provide the employers information about tax credits opportunities as well as business loans for business expansion.
- **Information on Job Descriptions:** Center staff will be able to provide employers draft job descriptions of various occupations utilizing the OASIS software package.
- **Training on Managing Government Regulations:** Center staff will work with various government agencies (OSHAA, BWC, Civil Rights, EPA, etc) in providing training to employers to effectively manage and comply with the various regulations.

### **INTENSIVE SERVICES FOR EMPLOYERS**

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Intensive Services for employers are those services that require a considerable amount of time and resource investment of **The Source** staff to the employer. The employer may have to contribute funds and invest in these services and resources outlined below. The Business Service functional team will provide the intensive and/or training business services that outlined below:

### **RECRUITMENT SERVICES**

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- **Advanced Assessment and Testing Services:** The staff of the One-Stop Center will be able to assist employers in designing a basic skill and occupational assessment package as part of their hiring process, particularly where such assessments are part of a customized recruitment program. The One-Stop staff will identify local providers of assessment services and will link employers with such providers. The Center's role in this process will be to provide technical assistance to the employer; but

the employer will be responsible for the cost and administration (directing or through a fee-for service contractor) of any assessments that are tied to the hiring and selection process.

- **Job Fairs:** Employers will have the opportunity to participate in Job Fairs. These Job Fairs may be targeted or combined Job Fairs; for example, Health, Construction, Manufacturing.

## TRAINING SERVICES

- **On-the-Job Training Funds:** Employers may have the opportunity to attain funds to train a new employee(s) with a new skill set on the job. The employee will need to meet funding source eligibility criteria. The training funds are provided to an employer when the employee (trainee) is employed full time at regular wages and benefits. Training funds for each employee (trainee) enrolled for OJT will be based on an individual OJT contract negotiated with the employer and Center staff. Training reimbursement to the employer shall be based off the length of time it will take to train the employee (trainee) to a competitive level.
- **Customized Training:** Customized Training is designed to meet the needs of a specific employer or group of employers, with the employer committing up-front to hire or retain the employee (trainee) upon successful completion of training and for which the employer pays not less than 50% of the cost of the training. Customized training can involve classroom training (CRT) or on-job-training (OJT), but most customized training will have both CRT and OJT components.
- **Occupational Skills Upgrade Training:** Employers needing to assistance in further developing the skills sets of selected employees will have the opportunity to access the training partners expertise in a variety of occupational areas. The training provider will design with the employer a training curriculum or selected courses needed to assist the employee to upgrade their skills. The employer will pay a fee for these services and training.
- **Management Training Seminar:** Employers will have the opportunity to attend various seminars that provide information on variety of topics including drug free workplace, managing challenging employees, mediation, conflict resolution, time management and stress management.

### 4b. Provide a description of the role of the One-Stop Operator(s) and the process for selection of the One-Stop Operator(s). WIA Section 121(d)

NetWork, Division of Zepf Center (“Network”) was selected through a competitive bid process and is designated by the WIB as the operator responsible for management and coordination of activities at the One-Stop Center.

As the operator of the One-Stop Center, Network takes direction from the WIB and LCWDA when developing, implementing and updating policies and procedures that are necessary for Partner communication and coordination of services. Network works with the WIB and LCWDA to establish measures of success for the One-Stop Center’s operation as well as to meet WIA Performance Standards.

The One-Stop Center provides Job Seekers and employers with information necessary to make informed decisions about services or training they may need or desire. This information is provided by Partner agencies through a “no wrong door” approach.

The One-Stop Operator is responsible for the day-to-day operations of the Center, ensuring the coordination of the activities, establishing policies and procedures within the Center, and continuous quality improvement. The One-Stop Operator provides technical assistance and input to the WIB on strategic planning initiatives, upcoming grant opportunities, coordination of activities provided through the various funding streams, and quality improvement.

In addition, to on-going direction by the WIB, a Center Operations Council” has been established with representation from the service providers and employer communities. This Council provides input to the One-Stop operator in an effort to improve services within the Workforce System. This council reviews the minutes and any other suggestions from the meetings of the Operational teams, and assists the One-Stop Operator with both system and internal operational issues as needed.

**4c. Provide a description of how the local board will ensure continuous improvement of eligible providers of services and ensure that providers meet the employment needs of local employers and participants. WIA Section 118(b)(2)(A)**

The Lucas County One-Stop has been collecting customer satisfaction surveys and customer needs over the past nine months. This information will be used as the first set of baseline information to assist in guiding the CQI process. The Lucas County Workforce Investment Board (LCWIB) and One-Stop Partners bring to the table a wealth of knowledge, strength, and experience in the Business, Employment and Training Field. The One-Stop partner organizations each have their own unique organizational outcomes, outputs, performance standards, and measures. The integration of these elements is a process, which must be strategically planned, and mapped out in conjunction with the expectations of the Lucas County Workforce Investment Board. As such, this plan is viewed as a working document, and it is recognized that the Lucas County Workforce Investment Board and the One-Stop partners will continue to gather input, develop working relationships, assess programs and services while developing the ongoing strategic plan for the workforce development system and The Source in more detail over the course of the next year.

Within this coming year of operation, one of the key successes of the workforce development system will be the development of an integrated, well-blended system of service delivery at the new location. This system will allow each agency to meet their individual requirements, and begin the blending of staff and services that will allow the Lucas County One-Stop (The Source) to take mutual ownership, and be held accountable as a whole. During this initial phase, the identification and collection of baseline data against which customer satisfaction can be measured, performance, trends, outputs, outcomes, and successes will be established. This baseline data will capture information to evaluate the Lucas County One-Stop (The Source) in its efforts to meet the Baldrige Criteria Expectations as set forth by the Lucas County Workforce Investment Board and One-Stop Partners.

**BALDRIGE EXPECTATIONS**

*Please see attachment \_\_\_\_\_ Continuous Quality Improvement Criteria*

**Leadership**

The LCWIB and partners value a knowledgeable cross-trained staff that are problem solvers and are empowered to provide creativity and innovation in service delivery. The Management will encourage participation by staff in community activities and organizations.

To evaluate these leadership outcomes, we will use the following tools:

- ◆ Customer Satisfaction Surveys
- ◆ Suggestion Boxes
- ◆ Mystery shoppers
- ◆ Feed back from Peer Mentors
- ◆ Feed back from Team Leaders
- ◆ Staff Development Surveys

**Strategic Planning**

The LCWIB and Partners value a customer focused, seamless system of service provision that is cost effective, enhances existing services, and eliminates duplication of services.

To evaluate the strategic planning outcomes, we will use the following tools:

- ◆ Customer Satisfaction Surveys
- ◆ Counts of increased participation by partner agencies as evidenced by MOUs
- ◆ Increased funding
- ◆ Number and types of Fee for Service programs

**Marketing**

The LCWIB and Partners value a center that is accessible, customer friendly, with a professional and inviting, atmosphere designed to serve all customers' needs.

To evaluate the marketing needs of the Center, we will use the following tools:

- ◆ Employer Surveys
- ◆ Customer Surveys
- ◆ Mystery Shopper
- ◆ Local Labor Market Data
- ◆ Feedback from Affiliates
- ◆ Feedback from the Customer Advisory Committee

### *Information and Analysis*

The LCWIB and Partners recognize the need to report to various funding streams, and the value of complete and valid data. We value the information gleaned from a centralized database, and will compare our performance to other Centers to evaluate our quality of service.. The partners anticipate a “membership” style approach with electronic tracking of services.

The following tools will be used for information and analysis:

- ◆ A common Intake form
- ◆ Information from the IEPs
- ◆ Follow up information at 30, 60, 90 days, 6 months and 1 yr.
- ◆ Electronic bar coding for tracking of service provision (examples follow)
  - ◆ How many times to the center
  - ◆ Referral or self initiated services
  - ◆ Length of time on Talent Bank
  - ◆ Mediated or facilitated Service
  - ◆ Supportive service or Case Management
- ◆ OJT outcomes
- ◆ CRT outcomes
- ◆ Number of Job Matches
- ◆ Number of individuals assessed for specific career area
- ◆ Number of ITAs issued
- ◆ Customer Satisfaction Surveys
- ◆ Placement rate
- ◆ Repeat customers

### *Staff Development*

The LCWIB and partners value a knowledgeable cross-trained staff that are problem solvers and are empowered to provide creativity and innovation in service delivery. The Management will encourage participation by staff in community activities and organizations.

To evaluate the need for staff development within the Center the following tools will be used:

- ◆ Partner Surveys
- ◆ Feedback from Peer Mentors
- ◆ EEO and ADA reviews
- ◆ Feedback at Operations committee meetings
- ◆ Staff Surveys
- ◆ Customer comments

### *Process Management*

The LCWIB and Partners value a customer focused, seamless system of service provision that is cost effective, enhances existing services, and eliminates duplication of services. A continuous improvement model will be implemented that is based on timely reliable data.

- ◆ The tools to evaluate the Process management are listed as the measurement tools in all of the previous sections.

### **Business Results**

The LCWIB and Partners value a customer focused, seamless system of service provision that is cost effective, enhances existing services, and eliminates duplication of services. A continuous improvement model will be implemented that is based on timely reliable data. To evaluate the business results of the Center we will use the following tools:

- ◆ Established baseline data and measurement criteria against which we can look at both positive and unfavorable trends. No measure or collection of customer satisfaction information has any validity if it becomes nothing more than reporting. This information must be made available to management and staff as soon as it's possible to do so, and must be part of the continuous improvement effort.
- ◆ Review and analysis of the outcomes and status of the expectations set forth for the other six Baldrige criteria will be done at least semi annually.
- ◆ The Center will benchmark against other Level II and Level III Centers within the state.

Internal tools for measuring the results of Center Services within the Source include:

- ◆ Customer Surveys
- ◆ Number of Grievances/Complaints
- ◆ Customer suggestions
- ◆ Staff suggestions
- ◆ Length of time in the waiting room
- ◆ Number of repeat customers
- ◆ Number of referrals by friends
- ◆ Amount of new revenue generated by the Center
- ◆ Percentage of disadvantaged served
- ◆ Number of disabled served
- ◆ Staff Feedback
- ◆ Placement rate
- ◆ Number of ITA's issued and used

- 4d. Include a copy of the Memorandum of Understanding (MOU) between the local board and the One-Stop partners concerning the operation of the One-Stop delivery system in the local area.** WIA Section 118(b)(2)(B)

See attached MOU

- 4e. Describe how the local area One-Stop delivery system will cover multiple jurisdictions. Attach a copy of the Intergovernmental agreement to this local plan.** WIA Section 118(b)(10)

Lucas County is a single jurisdiction area. Thus no Intergovernmental Agreement is required.

- 5. Provide a description of the local levels of performance to be negotiated with the Governor and chief elected officials to be used to measure the performance of the local area. These measures will also be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers, and the One-Stop delivery system in the local area.** WIA Section 118(b)(3)

Program Measures	Negotiated Local Level of Performance	Program Measures	Negotiated Local Level of Performance
<b>Older Youth (19-21 yrs.)</b>		<b>Adult/Dislocated Worker</b>	
Entered Employment Rate	61%	Entered Employment Rate	71%Adult 78% Dislocated
Employment Retention Rate	78%	Employment Retention Rate	82%Adult 88% Dislocated
Earnings Change	\$2,761	Earnings Change	\$2,825
Credential Attainment Rate	42%	Earnings Replacement for Dislocated Worker	88%

Younger Youth (14-18 yrs.)		Employment and Credential Rate	66.3% Adult 62% Dislocated
Skill Attainment Rate	80%	<b>Customer Satisfaction</b>	
Diploma/Equivalent Attainment Rate	52%	Participant	76.5
Retention Rate	47%	Employer	71.4

Lucas County WIB will use the new state negotiate levels of performance. Upon the review of the new levels, we reserve the right to negotiate the local performance levels, based on the local economy. The chart above reflects the State of Ohio PY 04-05 levels prior to DOL negotiations since the renegotiated levels are not currently available. Currently, Lucas County is not meeting performance on Earning Change on older youth and adult. This may be due to the higher unemployment rate within the county and the loss of businesses that paid a higher wage.

**6. Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area. WIA Section 118(b)(4)**

Among the assets of the county are its abundant healthcare, good educational system, and Toledo is located on Lake Erie making it an advantageous location for business. Many of the public school systems are already actively involved in providing vocational training, as well as at least 13 private institutions that provide a variety of vocational educational programs. Most of these vocational education programs are offered at varying times of the year. Customers can enroll in GED preparation activities upon determination of need. There are two public funded post-secondary institutions that receive Carl Perkins Act funds and are providing WIA Core services. These include the University of Toledo, and Owens Community College. All of these training institutions are within a 30-mile radius of any county resident. There is public transportation access to all training facilities.

Lucas County Jobs and Family Services (LCJFS) is the current provider of employment skills training services for TANF recipients, with thirteen (13) contracting agencies providing job placement activities. LCJFS also provides support services for this population.

There are at least six active staffing agencies placing participants from the center. All of these agencies will be approached and invited to become a member of the One-Stop business services team, and may eventually become partners within the Center. Two of the staffing agencies are committing to the One-Stop Center and signing the MOU.

All Core, and Intensive activities included and described in section 4a above, are currently available. The issuing of ITA's has been temporarily suspended due to budget constraints and the large number of participants that are already actively engaged in an ITA. When funding becomes available, ITA's will again be available both to the Adult and Dislocated Worker participant.

On-the-Job training contracts, and customized training are currently available upon a limited basis. The greatest number of customers is currently being served through the unregistered core activities. Rapid Response customers make up the greater part of the intensive level, and training level participants.

**7. Include a description of the local Individual Training Account (ITA) system and the procedures for ensuring that exceptions to the use of ITAs, if any, are justified. WIA Section 134(d)(4)(G)(ii), and 20 CFR 663.430**

**Below is the ITA policies:** At this time we have no exceptions to the ITAs.

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**LUCAS COUNTY WORKFORCE DEVELOPMENT AGENCY  
(LCWDA) INDIVIDUAL TRAINING ACCOUNT POLICY**

The Workforce Investment Act (WIA) Individual Training Account program is administered in Lucas County under the authorizations of the Workforce Investment Act of 1998 and the Rules and Regulations governing

the training programs authorized under WIA Regulations that are defined in Sections 663.300 through 663.565.

Education and Training for qualified WIA participants will be administered by means of Individual Training Accounts (ITAs) in order to provide formal schooling or training in order to assist these individuals to obtain or retain self-sufficiency. The participants must demonstrate a need for formal training through the Core and Intensive Service tiers of the One-Stop Center operations, and the participant has failed to obtain and retain employment that leads to self-sufficiency through the Self Service, Core, and Intensive Services tiers of the One-Stop.

The following guidelines apply in managing WIA ITA awards:

The revisions in this policy shall apply to new ITAs, and ITA contract renewals for next fiscal year. It will not affect Fiscal Year 2004 ITA awards already issued; no current contracts will be reduced due to these revisions for the remainder of this fiscal year.

#### WIA ITA Requirements

1. ITA will only be approved for training courses that are on the Eligible Training Provider (ETP) list for the state of Ohio. By securing this approval the Training Provider has made a commitment to meet the performance standards as outlined in the WIA Rules and Regulations.
2. A program of training services is one or more courses or classes, or structured regimen, that upon successful completion, leads to:
  - a.) A certificate, an associate degree, baccalaureate degree, or
  - b.) The skills or competencies needed for a specific job or jobs, an occupation, occupational group, or generally, for many types of jobs or occupations, as recognized by employers and determined prior to training.
3. ITA funding will not pay for such things as master's or doctorate degrees. All training programs on the state eligible list will be considered eligible in the local area unless removed by the local Workforce Policy Board as a training provider.
4. WIA ITA funds are only authorized to pay for tuition and books, required equipment, and other associated fees for the training program, less the PELL, OIG, and other grants, financial aid, or Work Study contributions. Other Supportive Services programs may address other needs. (See Supportive Services Policy that is currently in effect when the participant needs services and not necessarily the date of this policy.)
5. ITA funds in Lucas County are limited to:
  - a. \$4,000 maximum per fiscal year
  - b. \$12,000 maximum lifetime funding, unless their ITA was written prior to FY04, then up to \$4,000 would be allowed per fiscal year to complete the training as written in the ITA
  - c. Maximum period for funding will be three (3) training years depending on the availability of funding, where a training year begins on the first day of training and runs for twelve (12) consecutive months.
  - d. The ITA will not cover a Bachelor's Degree unless the recipient has successfully completed at least 4 full-time semesters or 6 full-time quarters AND the recipient can complete the degree within the three (3) year maximum training period. The participant must provide a transcript and a plan of study from the institution documenting they can complete the degree requirements in the three year time limit.
  - e. The ITA will cover training up to one year for a participant holding a Bachelor's Degree for upgrade purposes only if the current diploma will not lead to direct employment.
6. In order to receive ITA reimbursement, the participating service provider must first complete the ITA Authorization Form and return it to the WDM/D to give final approval for the ITA. Failure to secure this approval may result in refusal for funding.
7. Lucas County ITA funds will pay for education and training expenses at any educational institution that appears on the state Eligible Training Provider list at the maximums as stated above. This program is available to serve Lucas County residents or non-residents. However, funding the ITA will be at the lesser cost when comparing ITA benefits of the two counties

regardless of residency. In the case of Dislocated Workers who have worked in Lucas County, but reside outside of Lucas County, these workers will be treated as Lucas County residents in respect to services for training allowances.

8. In case of limited funds it becomes necessary to assign a priority system for ITA funding, service will first be given to recipients of Public Assistance, then to low-income individuals, as determined by the WPB (See Adult Limited Funding Policy and Dislocated Worker/Rapid Response Most- in-Need Policy for Training Services which refer those policies that are in effect when the participant needs services and not necessarily the date of these policies.)
9. **The training occupation should have career advancement potential and must be in accordance with the recipients' Individual Employment Plan (IEP).**
10. **WIA Student Requirements:**
  1. Students must have applied for WIA services and have been determined by a WIA Case Manager to be eligible for training services, having completed at least one Core and one Intensive Service through the Lucas County One-Stop or by a business or agency that provides Core and Intensive Services, with the approval of the LCWDA designee.
  2. Students must complete an Individual Employment Plan (IEP) that details the participant's skills, interests, and abilities, documents the Core and Intensive Services provided to the student, and sets specific goals for the student to meet in order to obtain or retain employment that leads to self-sufficiency.
  3. Students must choose a training program that is consistent with their skills, interests, and abilities, with the assistance of the WIA Case Manager.
  4. Students in qualifying programs must apply for PELL, OIG, and other appropriate grants before utilizing WIA funds.
  5. Students must select programs of training services that are directly linked to employment opportunities in the local area as specified in the Demand Occupation List for Lucas County or in another area in which they are willing to relocate. In the case where the program of training is NOT on the Demand Occupation List, the participant must present a "bona fide" job offer in writing from an employer, which states that upon successful completion of the ITA, the employer will hire the participant.
  6. Individuals, whose services are provided under the adult funding stream, must be determined eligible under the priority system when those funds are limited.
  7. All eligible students may receive the first ITA without restrictions. After the first quarter or semester, the student must be in good academic standing and/or have maintained a "C" average in the program of study, unless a higher grade point average is required by the ETP. In the event that the student does not reach this standard, interventions, including intensive case management services, will be offered to the student.
  8. A student may not change majors after the ITA is signed; if the student does change majors, ITA funds will not be obligated for payment nor continuation of the ITA.
  9. If the student fails to maintain good academic standing and/or a "C" average for the second consecutive quarter or semester, that student will be ineligible to receive additional WIA funding until the student makes a "good faith" effort to modify his/her circumstances. This "good faith" effort can include life skills classes, counseling, a re-evaluation of skills, interests, and abilities, a request for additional supportive services, etc, and will be coordinated by the student's WIA Case Manager.
  10. If the student continues to fail to maintain good academic standing and/or a "C" average for three consecutive quarters or semesters, that student will be ineligible for WIA funding for one (1) calendar year.
  11. If a student quits a training program, he/she may be required to pay back (reimburse) the amount of funding received.
  12. If the student has no contact with their WIA Case Manager for ninety (90) days, the ITA will be deemed inactive and the contract may be cancelled. The student is obligated to pay back any costs incurred after the 90 day period.

8. **Include a description of the process to procure contracts for training services, if exceptions to the ITA process are made. WIA Section 134(d)(4)(G)**



There will be no contracts with entities not on the approved eligible training provider lists. Any contracts under the exception provisions of WIA will follow local procurement procedures along with any State and federal OMB requirements applicable to management of grant funds.

The local board is charged with approving decisions and RFP specifications. Committees of the local board will evaluate proposals and make recommendations for selection to the county elected officials who are the grant recipients for the funds. Contracts will be executed with the providers that are awarded funding. OJT and customized training will not be subject to procurement as these exceptions to the ITA system are developed on a one to one basis for employers with whom there is a specific customer who meets a match in interests and aptitudes for the job vacancy available.

Adult Basic Literacy and Education provides basic skills and English as a second language is done on a referral basis usually at no costs. If there is a cost, Adult Basic Literacy and Education and English-as-a-second language will be provided as intensive services either through commercially off the shelf, sole source procurement with public education providers or through competitive contracts

**9. Provide a description of how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities. WIA Section 118(b)(5)**

Upon learning that a WARN notice has been received by the state indicating that there has been a layoff or an impending plant closing of 50 or more people, designated staff in the local area will immediately begin communication with the affected company to coordinate meetings with labor and management representatives. The focus of these meetings will be to determine the quickest method to contact all affected employees to inform them of the services available through the statewide rapid response process and the local County Department of Job and Family Services. Affected workers will be assessed to determine both their employment strengths and deficiencies in order to develop an efficient employability plan to obtain employment at or near their current wage. Those identified as in need of retraining will be evaluated and counseled regarding training options, requirements and expectations on a case-by-case basis. When requested, our staff will meet with the state Rapid Response Section and make space available for planning and implementation of the action plan. We will also make available to the Rapid Response Section all information that we have on the affected plant or business, the union involved (if appropriate) and other area contacts and local entities that may be able to provide assistance.

If a site is not available at the dislocating business, the local area will make office space available for assessment, referral, counseling, etc. until an adequate facility can be located in the community best suited to deliver the services. To the extent practical and appropriate, staff will also make office staff available to assist in the delivery of the planned services.

**10. Provide a description of the process used by the local board to provide an opportunity for public comment and input into the development of the local plan. The process must include the opportunity for comment by representatives of business and labor organizations prior to submission of the plan. WIA Section 118(b)(7)**

The Lucas County Workforce Policy Board made available the following opportunities to review and comment on the draft plan, prior to its submission to the State:

- s Notices of the opportunity to review the plan and attend the public hearing were published in The Blade, The Toledo Journal, La Presensa and other area weekly publications.
- s The draft plan document was available for review at Lucas One-Stop 5454 Airport Highway, Toledo, Ohio 43615 and sent to all Workforce Policy Board Members, Youth Council Members, One-Stop Partners.
- s The draft plan was posted on the Lucas County web site.
- s Lucas County Commissioners Harry Barlos and Lucas County Workforce Policy Board Chairman, Bill Brennan, were available to speak to various public service and citizen groups regarding the contents of the draft plan.

A public comment will be held on April 15, 2004 at the Sanger Branch Library from 7:00 p.m. to 8:00 p.m.

- 11. Submit any comments that represent disagreement with the plan, as an attachment to this local plan. Indicate if there is an attachment.** WIA Section 118(c)(3)  
Comments will be forwarded to ODJFS after April 31, 2004.

- 12. Identify the entity responsible for the disbursement of grant funds (fiscal agent).** WIA Section 117(d)(3)(B)(i)(III), 118(b)(8)

The current fiscal agent is Lucas County Department of Job and Family Services. The new administrative entity, Lucas County Workforce Development Agency will report to the Board of Lucas County Commissioners. The plan is for the fiscal agent to be under Commissioner's Office of Management and Budget (OMB).

- 13. Describe the competitive process to be used to award the grants and contracts for activities carried out under this plan.** WIA Section 118(b)(9)

The Lucas County Workforce Investment Board will identify local eligible providers by awarding grants and/or contracts on a competitive basis following state and federal procurement procedures. The board will conduct oversight with respect to the providers in the local area.

- a) A history of demonstrated effectiveness (measured by meeting goals and objectives identified within the program).
- b) A history of demonstrated fiscal responsibility and effectiveness, ability to provide year-round programming activities linked to academic and occupational learning (to include summer employment opportunities).
- c) An ability to provide or collaborate with effective case management services, have strong connections with other youth agencies, schools and employers including a willingness to participate on the Youth Council.
- d) An ability to maximize limited resources and other effective collaborations, have experience with disadvantaged and urban populations, programs that have academic enrichment components, and an ability to meet program reporting requirements as determined by legislation and local youth council.

Requests for Proposal will be considered by an impartial group of reviewers, from a cross section of the community, and with final determination by the local workforce policy board. A consumer report will be compiled based on survey results for each provider that will have assessed services, performance, and outcomes, in compliance with state and federal guidelines. The service providers will need to maintain a good standing relationships with local, state, and federal entities. The programs will continually be evaluated based on performance measures, outcomes, and participant satisfaction surveys from both consumers and employers. The Youth Council will be responsible for periodic review of reporting and making recommendations for improvement within the local area. That will mean the service providers will agree to submit periodic reports to the Youth Council, and agree to full access for monitoring of service to youth. The Youth Council has agreed to adopt for the time being the performance measures and Department of Labor ranges specified by the State under WIA without further amendment.

- 14. Provide a description of the process to be used by the Local Workforce Investment Board to determine whether funds allocated to a local area for adult employment and training activities are limited. Describe the process by which any priority will be applied.** 20 CFR 663.600, WIA Section 134(d)(4)(E), 20 CFR 661.350(a)(II)

Below is the policy regarding limited funding for adult employment and training activities:

**LUCAS COUNTY WORKFORCE DEVELOPMENT AGENCY  
(LCWDA) LIMITED FUNDS AND PRIORITY SERVICE TO ADULTS POLICY**

**Background:** WIA Regulations Part 663.600 and ODJFS WIA Guidance Letter #2-2000 require that the WPB determine when a limited funding situation exists and define who will be given priority of service when funds are limited.

**Policy:** A limited funding situation shall be deemed in effect when Lucas County Workforce Investment Act (WIA) Adult funding has expended and/or obligated 75% of the available Adult funds for Intensive and/or Training services. Obligated shall be defined as the amount of money for registered participants that it would take to finish the Intensive and/or Training services to that customer. The funds will be monitored at the end of each quarter to determine if they are limited.

Once the county has entered a limited funding situation, the priority system shall take effect and govern the enrollments to ensure those most in need are served. Priority for intensive and training services will be given to those WIA eligible adults who are low income, as defined in the WIA Act, Section 101 (25) or receiving public assistance, and are county residents. As with all enrollments, veterans will be given preference.

**Action:** When a limited funding situation exists and the priority of service is instituted, staff and subcontractors must enroll into intensive and training services only those core customers who are receiving public assistance or are considered low income, with preference given to veterans. The public assistance or the reason for low income must be documented in the participant files. Veteran status must also be documented. Core services will remain open to the universal customer.

#### **IV. Youth Local Plan**

**15. Provide a description and assessment of the type and availability of youth activities in the local area. Include an identification of successful providers of such activities.** WIA Section 118(b)(6)

It is critical that Lucas County and its service areas are focused strategically on services and service delivery to youth because youth are recognized as the new emerging workforce. The major focuses include academic achievement, secondary school completion, and post-secondary education and skilled trades readiness. Participating youth will gain access to the skills they need to become successful in their career and to contribute to the economic well-being of our community. The Act=s reform of youth services and activities can be summarized under four major themes.

- A. The establishment of the local Youth Council
- B. Comprehensive services based on individual assessment
- C. Youth connections and access to the One-Stop system
- D. Performance accountability

Currently we have 4 youth providers contracted under WIA all of whom provide all ten (10) WIA Youth elements as described in question 19 below. **All contracts have 15% holdback bi-annually to ensure the WIA Performance Standards are met.** The subcontractors goal is to serve ten percent ( 10% ) disabled youth to reflect the general population. The providers are listed in the table below:

PROVIDER:	# of Youth Served	2 Yr. Award FY03 & FY04	Average Cost Per Client	Ages served	Youth Served
Big Brothers Big Sisters	90	\$450,000	\$5,000	14-18	In-School
Lucas Co. Ed.	390	\$1,365,000	\$3,500	16-21	Out-of-

Service Center					School
Toledo Public Schools	133	\$390,000	\$2,932	16-18	Out-of-School
YMCA	370	\$2,095,000	\$5,662	14-18	In-School

All providers are tracked on monthly basis as to their contractual goals in addition to the WIA Performance Standards. Current Lucas County Youth have met all Youth Performance Standards for PY03, FY04 with the exception of Older Youth, Earnings Gained. We are awaiting the state revisions of standards with the DOL until we renegotiate as a new WIB Area 9. Currently, we are in the process of renewing a one (1) year contract for the above providers. The information we gather from monitoring is used for contract renewals and eventually for new contracts if current providers would reapply.

PROVIDER:	# of Youth Served	1 Yr. Award FY05 Pending	Average Cost Per Client	Ages served	Youth Served
Big Brothers Big Sisters	57	\$141,279	\$2,479	14-18	In-School
Lucas Co. Ed. Service Center	315	\$550,988	\$1,749.17	16-21	Out-of-School
YMCA	195	\$657,733	\$3,322	14-18	In-School

Contracts are monitored in the following ways:

**Fiscal** on-site monitoring is done at least annually. Reported costs will be compared to actual cost documentation such as invoices and payroll. In addition, fiscal controls, accounting practices, inventory, and record keeping may be reviewed to insure compliance with regulations. Also, monthly invoices are monitored and tracked as part of desk review.

**Program** on-site monitoring visits are done annually and include evaluation of program content, quality and observation of service delivery. Examination of records to determine that individuals receiving services are in fact eligible. Additionally, all Providers determine their own eligibility which are reviewed by our staff before approval into the state database (SCOTI). Also a random survey of program participants is done to measure satisfaction.

**Performance** monitoring desk review is done monthly comparing actual to plan goals for the ten (10) WIA activities, total clients served, obtainment of GEDs, credential, placement, and follow-up services. Additionally, planned and actual expenditures are tracked by monitor. Also, reports are run on SCOTI ad hoc system to assess progress and the WIA Performance Standards. (See attached reports)

**16. Identify the criteria to be used in awarding grants for youth activities, including criteria Local Boards will use to identify effective and ineffective youth activities and providers.** WIA Section 112(b)(18)(B)

The following criteria are used for selection of Service Providers for initial contracts or subsequent contracts:

- ! Demonstrated performance

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- " how many participants obtained GEDs?
- " how many participants enrolled in vocational training? or
- " how many youth entered employment?
- ! Past experience operating youth programs
  - " how many years experience does the provider have in operating youth programs?
  - " do they concentrate on youth programs or do they operate other types of programs?
- ! Qualifications of staff
  - " does the staff have the necessary degrees/education to work with youth?
  - " how long has the staff been involved in youth programs?
- ! Access to counseling and support services
- ! Capacity to do skill and leadership development
  - " does the provider have the capacity to provide skill and leadership development?
  - " if not, will they contract the services to a qualified provider?
- ! Relationship with employers
  - " how does the provider work with employers?
  - " have they worked with on-the-job training in the past?
  - " have they provided customized training?
- ! Connection with the education system, including post-secondary education
- ! Central focus on youth
- ! Continuity and consistency of contact with caring adults
- ! Variety of options for completing competency certification
  - " how will youth who are not attached to the educational system complete competency certification?
  - " are there ways for them to complete competency certification without returning to system where they failed?
- ! Positive peer support
- ! Opportunities to serve the community in a constructive manner
- ! Follow-up support over a sustained period of time (12 months)
  - " does the provider have sufficient staff to provide 12 months or more of follow-up services?

- " will they maintain contact with employers to ensure the youth are satisfactory employees?
- " will they contact the youth to see if they are experiencing problems with transportation, child care, etc.
- " will they contact the schools to see if the youth is still attending and making satisfactory progress?

Proposals were rated by the following point system:

**Reasonable Budget**-20 points

**Organizational Capabilities**-15 Points

**Service Delivery**-25 Points

**Required WIA Program Elements**-10 Points

**Follow-up Services**-15 Points

**Outcomes/Performance Standards**-15 Points

**17. Identify how the local area has defined the sixth youth criterion for eligibility.** WIA Section 101(13)(C)(vi)

Youth programs should be designed to connect youth with a full range of services and community resources that lead to academic and employment success.

Eligibility criteria are:

- ! Is not less than age 14 and not more than age 21, and
- ! Low income, and
- ! Is an individual who is one or more of the following:
  1. Deficient in basic literacy skills
  2. A school dropout
  3. Homeless, a runaway or a foster child
  4. Pregnant or a parent
  5. An offender

The Act allows for a sixth barrier defined by the local area where “ an individual requires additional assistance to complete an educational program, or to secure and hold employment.”

- 6. Youth who are at risk of not completing school or participating fully in the labor market as a result of any of the following conditions:

- Limited English
- Youth involved in the juvenile justice system
- Youth with a history of drug or alcohol abuse
- Youth with a limited or poor work history
- Poor oral or written communication skills
- Lack of specific up-to-date job skills
- Limited opportunity for immediate employment
- Lack of job search skills

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- Poor attendance
- Self-defeating behaviors
- Two or more credits behind class
- Seniors in high school whom are one or more credits behind graduation.

The sixth youth criteria will be documented through the use of school records, testing or intake staff interview or observation.

There are exceptions to the above eligibility under WIA as follows:

**Exceptions.**--Not more than 5 percent of participants assisted under this section in each local area may be individuals who do not meet the minimum income criteria to be considered eligible youth, if such individuals are within one or more of the following categories:

- (A) Individuals who are school dropouts.
- (B) Individuals who are basic skills deficient.
- (C) Individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individuals.
- (D) Individuals who are pregnant or parenting.
- (E) Individuals with disabilities, including learning disabilities.
- (F) Individuals who are homeless or runaway youth.
- (G) Individuals who are offenders.
- (H) Other eligible youth who face serious barriers to employment as identified by the local board.

**18a. Provide a description of the strategy for providing comprehensive services to eligible youth. Explain the coordination that will be made with foster care, education, welfare and other relevant sources.**

WIA brings with it new emphasis to youth within the workforce system. The provisions of workforce training and related activities should be driven by the needs of the youth within the community. Their needs define the development of youth programs that are comprehensive in nature and designed to move youth to the next level of their individualized plan. WIA, as well as our Local Policy Board, envisions a comprehensive strategy of services to youth that includes collaborations and strong connections to and integration with our local One-Stop system, The Source. The Youth Council in our community plays a role in developing youth strategies for the local plan. Below are some key issue areas that need to be addressed:

- # To develop a method of collaboration among youth providers, the Lucas County Family Council along with the Department of Job and Family Services and Child Protection to assure that comprehensive services exist, information is shared, and there is non-duplication
- # Develop partnerships among youth service providers and employers of youth
- # Assure a comprehensive and needs based assessment is provided to all youth
- # Consideration of at-risk youth with parents above income levels as eligible under the guidelines
- # Develop programmatic lead person (such as Youth Specialist) who can assure that all needed resources and services for youth are accessed
- # Unrestricted access to pre-employment and employment opportunities in the community
- # Confirm how to meet employer needs in the community
- # Increase customer satisfaction measures to include students, parents, employers, in serving youth who have barriers to employment (including those who are pregnant, parenting or have disabilities)

Under WIA, unprecedented opportunities to promote comprehensive services for youth by coordinating the many programs and resources will become available in our local area. Lucas County is working with a consortium of Youth Council Members, through a 501-c3 non-profit organization, to submit a proposal for Youth Mapping to the local United Way. We expect that if funded, there will be more coordination to avoid duplication of services thus maximizing the usage of youth dollars in the community. Additionally, the proposal will utilize youth as surveyors employed through the grant assisting in gathering the information.

**18b. Provide a description of the activities to assist youth who have special needs or barriers to employment. Describe the activities that will assist youth who are pregnant, parenting, or have disabilities.**

Lucas County youth providers assist youth with barriers to employment in the following areas:

- Life skills workshops
- Work readiness skills
- Job shadowing
- Mentoring
- Occupational skills training, (UT Law School project, EISC-engineering program, Bridge Blazer stages of erecting new bridge, etc.)

Activities for special needs students and for those who are pregnant, parenting, or with special disabilities may include:

- Individual tutoring for the GED
- Requesting permission from state for individual GED testing
- Offer private room, frequent breaks for testing
- Provide scribe, Braille, or audio for special disabilities
- Enrollment in charter school partner for special ed. services & diploma
- Pre-employment classes to prepare students for internships & work
- Work experience opportunities with area businesses
- Workforce Technology classes & internships
- Varied scheduling to accommodate pregnant and parenting youth
- Individual counseling
- Summer employment opportunities
- Life Skills classes/work habits, anger management, decision making
- Leadership opportunities/ peer tutoring, community service
- Supportive services/ transportation assistance, work permits, birth certificates, fee waivers for GED testing, clothing assistance
- Parenting counseling (as needed), medical and housing referrals, childcare referrals
- Adult mentoring
- Follow-up

The Ohio Governor's Council on People with Disabilities has received a five-year grant from the Office of Disability Employment Policy of the U.S. Department of Labor to implement High School High Tech programs throughout Ohio. As a sub recipient of this funding, The Ability Center of Greater Toledo is one of four local agencies that assist youth with disabilities as they pursue careers in science, engineering and technology related fields. High School High Tech (HS/HT) creatively exposes youth with disabilities to technology-focused career opportunities through preparatory experiences, connecting activities, work-based experiences and youth development/ leadership. The Lucas County Workforce Investment Board's Youth Council will have representation from the local



**18c. Provide a description of how coordination will occur with Job Corps and youth opportunity grants, if there are any in the local area. Describe how coordination will occur with other youth programs.** WIA Section 112(b)(18)(A)

A representative from Job Corps sits on the Youth Council to assist with information and referral as needed. Lucas County will not be able to take advantage of the youth opportunities grants because we are not an Empowerment Zone.

- **Describe how the Local Board will meet the provisions regarding youth program design, including the design framework activities. Describe how each of the ten youth elements will be available to youth.** WIA Section 129(c)(2)

The service providers approved by the WIB/Youth Council will have strong ties to employers. They are to provide intensive and training services to out-of-school youth, school drop-out prevention, school-to-work transition, academic enrichment program (such as basic skills, life coping skills, pre-employment work-maturity skills), apprenticeship along with other intervention strategies for youth ages 14 through 21.

Programs will also include but not limited to the following:

- G Tutoring, study skills training and instruction leading to completion of secondary school (including dropout prevention)
- G Summer Employment Opportunities
- G Alternative secondary school services
- G Mentoring by appropriate adults
- G Paid and unpaid work experience (such as internships and job shadowing)
- G Occupational skills training
- G Leadership development
- G Supportive services
- G Comprehensive Guidance and Counseling
- G Follow-up Services (Leadership development, Supportive Services, Contact with youth employer regarding work related problems, securing better jobs, work related peer groups, adult mentoring, and tracking youth employment after training.)
- G Framework activities

The goals of the youth are to:

- Improve school retention and completion rates
- Improve academic performance, including mathematics and reading comprehension
- Improve employability skills
- Demonstrate coordination with other community service organizations such as local educational

agencies, law enforcement agencies, drug and alcohol abuse prevention and treatment program

- Enhance the basic educational skills of youth
- Encourage school completion or enrollment in supplementary or alternative school programs;
- Provide eligible youth with exposure to the world of work; and
- Enhance the citizenship skills of youth.

It is the intent of the WIB/Youth Council to utilize all other funding sources available in providing comprehensive county-wide youth programs. The Council will begin this process by investigating Lucas County Job and Family Services Prevention Retention Contingency (PRC) fund under the Temporary Assistance to Needy Families (TANF) funds to provide services as well as collaboration with other youth-serving entities such as Rehabilitation Services, etc.

The educational component of the Program shall be as follows:

- Basic math and reading
- Making career decisions
- Completing job applications
- Developing interviewing skills
- Being consistently punctual
- Maintaining regular attendance
- Demonstrating positive attitudes and behaviors
- Presenting appropriate appearance
- Exhibiting good interpersonal skills
- Completing tasks effectively

The goals of the program include:

- To provide youth with knowledge regarding various labor markets and careers
- To help youth motivate themselves in the development of a career
- To help youth increase their awareness of their personal strengths, weaknesses, values, goals, risk behaviors, health issues, and other career-related behaviors.
- To help youth develop fundamental-like skills for managing their personal growth, interpersonal relationships, and career development
- To help youth overcome self-defeating behaviors
- To help youth develop a plan of action for overcoming barriers to success
- To develop skills in a career path.

**19a. Tutoring:**

Providing individual instruction to youth that enables them to complete course work successfully in order to obtain a diploma or GED. Lucas County will offer participants:

- ! Study skills training
- ! Test Anxiety training
- ! Note taking
- ! Methods of retaining information
- ! Stress
- ! Peer tutoring
- ! College success steps
- ! Computer assisted learning
- ! Empowerment groups
- ! Time management
- ! Reading for retention
- ! Instruction leading to secondary school completion
- ! Drop out prevention strategies
- ! Organizing materials

**19b. Alternative secondary school services:**

- ! Adult Basic Literacy Education
- ! GED
- ! Job Corps
- ! Charter Schools
- ! Trade Schools
- ! Alternative Schools

**19c. Summer employment opportunities:**

We are currently focused on the summer component of our comprehensive plan of year round programming. We intend for summer employment to be a part of a much broader year round strategy. Participants in the summer program will be engaged in employment opportunities, mentoring and follow-up services. Youth will participate in an objective assessment and will have an individualized service strategy in place. The objective

assessment will map out what will be done while in the program of the service provider and the steps necessary to reach a goal.

**19d. Paid and unpaid work experience:**

The purpose of paid and unpaid work experience is to provide youth with the opportunity for career exploration and skill development. A planned and structured learning experience takes place in a work place environment, which will enhance the youth's communications skills at all levels, networking skills and provides marketable information to include on a resume. Experiences may include:

- ! Internships
- ! Co-Ops
- ! WEP Experience
- ! Apprenticeships
- ! Job Shadowing
- ! Work-Study

**19e. Occupational skill training:**

Training which features close ties to the private sector and a strong job placement component with follow-up with employers improves success of enrollees. Occupational skill training prepares youth to readily enter into the world of work. Training options are:

- ! Full Service Centers
- ! Community Colleges
- ! Correctional Facility Vocational Programs
- ! Universities
- ! On-the-Job Training
- ! Non-Traditional Occupations
- ! Skilled Trades
- ! Other Appropriate Entities

**19f. Leadership development opportunities:**

Leadership abilities should address issues related to teamwork, decision making, personal responsibility, and citizenship training, as well as positive social behavior training in areas such as positive attitudinal development and self esteem. These are all crucial elements in the nurturing and mental development of youth within the community. Given the peer pressure and negative reinforcements that youth encounter on a daily basis it is imperative that our program design include the following components:

- Community Partnerships
- Junior Achievement
- Youth Forums
- Youth Build
- Mentoring Programs
- Job Corps
- Other Appropriate Entities
- A Career Passport

**19g. Supportive services:**

Supportive services provide the necessary resources to allow youth to participate in WIA youth activities. These services include:

- Special Education
- Family Literacy
- CASA
- Guidance and Counseling

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- Adult Mentoring
- Mental Health Counseling
- Big Brothers Big Sisters
- Rehabilitation Services
- Family Planning Services
- Substance Abuse Programs
- Child Care
- Transportation
- YMCA
- YWCA
- Teen Pregnancy Programs
- Advising
- Referrals to medical services
- Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye ware.

Development of an individual plan that outlines a career track may include the following:

- A Career Passport
- Arranging for youth to receive drug and alcohol abuse counseling through local agencies
- Referring youth to mental health agencies
- Development of an individual plan that outlines all the steps required for a youth to enter employment. This could include tutoring to assist the youth in obtaining a GED, taking the GED test and obtaining a GED, writing a resume and interviewing skills.
- Professional image and etiquette skills
- Providing opportunities for youth to visit companies, so they will be exposed to various careers to assist them in making career decisions.

#### **19h. Adult mentoring:**

Youth who have participated in a WIA program will be linked to groups and organizations that provide adult mentoring. Mentors should be committed to assisting each participant to achieve his or her potential and gain the skills available through the program.

#### **19i. Follow-up Services:**

Follow-up services are to be provided for not less than 12 months after the youth leaves the program. Follow-up services may include leadership development or supportive services. Services include:

- ☐ Regular contact with the youth employer to determine if future services are needed to assist the youth in retaining the job
- ☐ Assisting the youth in securing a better paying job by providing additional information on job seeking and job search skill
- ☐ Providing the youth with a job description of duties and responsibilities to be performed on the job
- ☐ Establish work related peer support groups so that youth can discuss their concerns with other youth

who are experiencing the same or similar problems

- ☐ Tracking the progress of youth once they are employed and keeping up to date records on youth=s progression
- ☐ Finding out if the youth is having problems with daycare or transportation and, if so, offer assistance
- ☐ Provide youth with a performance evaluation on every job assignment as a tool to monitor progress on a job
- ☐ Provide documented exit interviews of youth and employers

**19j: Counseling:**

Out-of-School youth will have access to seminars through subcontractors on Anger Management, Personal Relationships, Dealing with Authority, Decision Making, Living on My Own, Divorce, Parenting Responsibilities, and Self-confidence. On-site counselors are made available as well. Referrals to other service agencies are made as needed.

In-school youth have a licensed clinical therapist who can assist on as needed basis. Additionally, referrals are made to Connecting Point and Harbor Behavioral Health Care. Life skills are provided on a weekly basis as well. Other programs made available include work habits and attitudes, teamwork and interdependence, overcoming bias and stereotypes, communication, and decision-making.

**19k. Framework activities:**

Sec. 664.405 discusses the three categories required under WIA section 129(c)(1) which provide the framework for youth program design. They are: (1) An objective assessment of each participant; (2) individual service strategies; and (3) services that prepare youth for postsecondary educational opportunities, link academic and occupational learning, prepare youth for employment, and provide connections to intermediary organizations linked to the job market and employers. Currently our youth providers provide these framework services.